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ABSTRACT

Texts of keynote addresses and abstracts of the presentations at the 1983 National Conference on Teaching Excellence are provided in this proceedings. Introductory material, by Suanne Roueche, indicates that the main purpose of the conference was to showcase master teachers and their teaching innovations and details conference activities. Next, H. Ross Perot's presentation, "Education and the World of Work," discusses educational priorities and their role in a changing economic environment. Morris Keeton then presents "Three Hypotheses on Good Teaching," which emphasizes learner autonomy, clear goals, and flexible working arrangements; exposure, interaction, and diversity; and experience, stimulation, and abstraction. In "Getting Ready for Excellence in Education," Judith Eaton underscores the importance of community colleges emphasizing quality as well as access, and provides an agenda for attaining excellence. Next, "Seeking the Ideal: Voices of Excellence," by George A. Baker, presents conclusions drawn from studies of the outstanding characteristics of educational organizations recognized for their excellence. John Roueche's presentation, "Excellence for Students," highlights the importance of high expectations of, and demands on, students to ensure academic performance. Next, the report of the Advisory Committee of the 1983 Conference considers curriculum revisions, student diversity, the teaching workplace, and teaching strategies. Finally, abstracts of conference presentations focusing on teaching innovations or collaborative efforts between faculty and administrators are provided. (HB)

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CELEBRATING TEACHING EXCELLENCE

1983

NATIONAL CONFERENCE ON TEACHING EXCELLENCE

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CELEBRATING TEACHING EXCELLENCE

NATIONAL CONFERENCE ON TEACHING EXCELLENCE AND CONFERENCE OF PRESIDENTS
MAY 24-27, 1983

PROCEEDINGS

SPONSORED BY
THE UNIVERSITY OF TEXAS AT AUSTIN
PROGRAM IN COMMUNITY COLLEGE EDUCATION
NATIONAL INSTITUTE FOR STAFF AND ORGANIZATIONAL DEVELOPMENT

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The 1983 National Conference on Teaching Excellence
and Conference of Presidents

"Celebrating Teaching Excellence"

The 1983 Conference of Presidents and Institute on Staff Development was held in Austin, Texas, on May 24-27. It was the fifth conference hosted by the National Institute for Staff and Organizational Development (NISOD). NISOD is the application arm of the Program in Community College Education, a doctoral-level program training community college leaders. It has as its focus the improvement of teaching and learning at the college, as well as the university, level. Over 150 community colleges are members of NISOD; these colleges are provided with publications, with training, and with networking services on a regular basis. The larger higher education community can avail itself of similar services upon request. NISOD was created and continues to exist for the purpose of sharing the word about successful innovative education programs and providing to its membership the most timely and relevant research about teaching and collaborative innovations.

Of the 300 in attendance, 17 percent were presidents, deans or presidential representatives; 18 percent were staff development professionals and chairs of departments or divisions; 56 percent were instructors; and 9 percent were graduate students enrolled in Ph.D. programs in the University of Texas' Colleges of Education and Nursing.

For the second consecutive year, the Conference focused on teaching excellence with a program format showcasing master teachers and their teaching innovations. As well, there were presentations of collaborative innovations describing teacher/administrator support relationships. At the request of the NISOD staff, master teachers were identified by their college administrators, were assisted in the preparation of proposals for the presentation of either their teaching or their collaborative innovations, and were provided support for attending the Conference in the event that their proposed presentation was accepted.

Six general sessions were held, each featuring a major keynote speaker. All general sessions, with the exception of the final general assembly, were followed by concurrent sessions featuring teaching and collaborative innovators, as well as conversations with the preceding general session speaker. This program format provided participants with a broad overview of the state-of-the-art of the educational enterprise and a diverse range of topics for meeting its current demands.

An Advisory Committee of teachers and administrators was identified, commissioned to monitor the week's activities and to present a general report to the assembled presenters and participants on the final day of the Conference. That report is included as part of this document. Members of that committee were Frank Crookes, Kellogg Community College; Martha Efurd, Westark Community College; Ione Elioff, Vista College; Richard Miller, Navarro College; William Shawl, Golden West College.

The NISOD staff wishes to recognize and gratefully acknowledge the photographic work of Roger Camp, Golden West College. His work Rose Petals in a Bowl graces the official 1983 Conference poster. As well, an exhibit of his photography was available during the week of the Conference.

Proceedings of this conference is the second publication of its kind and will become a permanent feature of this institute. It contains the edited texts of the keynote speakers, the summary comments of the Advisory Committee, abstracts of the concurrent session presentations, as well as those abstracts received by the NISOD staff but not included in the final conference program. It is hoped that these proceedings will serve as a valuable resource for the strengthening of the educational enterprise at member colleges.

The NISOD staff agrees that the goal of the 1983 National Conference on Teaching Excellence and Conference of Presidents--to celebrate teaching excellence--was met. The celebration and the promotion of teaching excellence in higher education through ... ation sharing and collaboration was achieved. Conference participants learned of effective organizational developments that promote improved teaching, became aware of successful techniques and practices that reflect teaching excellence, honored those who had been recognized by their colleges as outstanding teachers, and promoted and celebrated teaching excellence and its impact on the worlds of education and work. It is our hope that Conference participants formulated personal development goals through conference activities and established professional networks with other participants that will continue the learning and sharing long after this conference is but a dim memory. Finally, we would hope that each of you has a successful year and that we will see you again in 1984!

Austin, Texas

Education and the World of Work
H. Ross Perot

It's a privilege for me to talk with you today. I am delighted to know that master teachers and their administrators from community colleges across the United States and from Canada are here. There is no reason for you to know this, but I am a product of the community college. When I got out of high school, I could not get the appointment I wanted to the Naval Academy because my family did not have any political influence; and, believe it or not, I couldn't afford to go to the University of Texas. The tuition then was an astronomic $25 per semester, but I could only afford to live at home and pay $12 per half a semester and go to the community college there.

The school system I attended in a small town on the Texas/Arkansas border certainly would not attract anyone's attention today because the facilities were not all that impressive; but had you ever come inside either the public schools or the junior college I attended and listened to the classroom activity, I think you would have been mightily impressed with the teachers. I feel strongly, based on my experience, that the teacher is the key. The facilities are secondary. Fortunately, I had wonderful advanced mathematics, physics and chemistry teachers at this community college, and they prepared me to the point that I could succeed when I finally did get my appointment to the Naval Academy and had to pass all those tough engineering courses. So I owe a deep gratitude to the junior college and the community college system.

I talk to you today as a businessman in an advanced technology business and as one who is concerned with education. I didn't plan it this way, but my business happens to be one of those that everyone writes articles about and says this is where all the future opportunity is. It didn't look all that good in 1962 when I started it! The tide swept it over that way, and I'm grateful that things worked out that well.

We have had to train most of our people. As a matter of fact, we train all of our own people; we have extensive educational facilities within the company. We recruit from about fifty campuses across the country, bring college graduates in, and assume that we will have to teach them everything we want them to know about systems engineering, computer sciences and data processing. That is not always so. You get a computer science graduate, and he certainly has good knowledge; but to get him ready to be competitive in our business, we must teach him from scratch. So we have keen views on education.

I would stress to you, as educators, that whether we like it or not, we are engaged in a worldwide competition for the sale of American products and services. Protectionism won't work; tariffs won't work. Those of you who are students of history know what happens when trade barriers are built between countries; the results are adverse. So like it or not, we are locked in a worldwide competition. We need to recognize that we are living among determined, well-educated, and strongly-motivated competitors. A Japanese automobile worker makes about a third as much as an American auto worker, and he is more productive. A Korean steel worker makes about $2 an hour and is more productive than his US counterpart making $13-$16 an hour.

At a time when business desperately needs highly qualified entry-level

employees, we have let our education slip from first place in the industrialized world to the bottom third in less than twenty years. The National Commission on Excellence in Education, in its study A Nation At Risk, sums it up beautifully: "We have been committing an act of unthinking, unilateral educational disarmament." We have been through every experiment with our kids in the last twenty years. Somebody had a hot idea on new ways to teach them to read, new ways to teach them to spell, new ways to work math, so on and so forth. Well, of course, the parents couldn't understand that; and right away the word went out that parents shouldn't try to teach their children anyhow--one of the most devastating things, in my opinion, that has happened to our educational system.

One of my theories--based on a lot of contact with a lot of people over the years--is that most of us are pretty much what we were taught to be. I wish I were all of the things my mother tried to teach me to be; but whatever I am, part of what she tried rubbed off. Show me a person who has risen above the pack, who came from a disadvantaged home or a disadvantaged economic status, and again and again and again you will find that dedicated parents or a dedicated parent was the key to that child's success.

Well, we put the parents in the background; we experimented with every new idea in the world; and then about that time Dr. Spock came along and said, "For heaven's sake, don't push the kids; be permissive." Then somebody came along with the idea that learning had to be fun. Learning was never fun for me! Learning was drudgery. I had a tough teacher on one side, two tough parents on the other side, and no place else to go. If I got into trouble in school, what they might do to me there was insignificant compared to what my parents would do to me when they heard. So I was trapped in the educational system, and the only way to survive was to learn! I don't think that I am all that unique, but nobody ever said that learning physics was going to be fun, or learning calculus was going to be fun. Now I did, over my career, run into a few people who were so bright and so gifted that it must have been fun for them. They looked over at us working as hard as we had to, and they just seemed to pick it up without ever opening a book; but those are the exceptions. Learning is hard work.

Now I have another premise. The possession of knowledge is fun. Being able to put it to work is fun. But the world you live in is the teaching and acquisition of knowledge on the part of the student, and I submit to you that that's hard work, maybe even drudgery. It requires a great deal of discipline (and that's a word we couldn't use for about fifteen years), concentration, dedication, purposefulness. These are all words that built this country, and these are words that will correct this problem if we turn them into action.

We also live in an era where we tend to define a problem. All the prizes, during the 60's, went to people who could define a problem. Somebody would say that the river is polluted, and they would give him every award in the country. Well, my theory was that all he needed was a good nose to come to that conclusion! The award should have been given to those people who figured out how to clean it up and keep it clean. But that's hard work; that takes knowledge, education, facts, trial and error, and perseverance. All these things built our country. While I believe we

are seeing some change, I could sum up what's happened during the last twenty years by saying we typically only define a problem. Most of you have probably seen the film or the play, Annie. There was a little girl in that story whose only line was: "Oh my goodness, oh my goodness, oh my goodness!" We have a lot of that in this country. We discover the problem; six people say, "Oh my goodness," and then we just let it lie there. Well, that's not how we built this country, that's not how we built its educational systems, and that's not how we will correct the deficiencies we have. It will take the same kind of dedication and perseverance to achieve our educational system's potential as it took to create it.

At any point in time that you are feeling a little down, let me suggest that you just reflect back upon what was involved in creating your community college. Look at how little those people had to work with and how much they had to accomplish, and I believe you will realize that having your wonderful facilities, and your staffs, that you would take the problem that faces your generation anytime, compared to the problem of trying to create these colleges from scratch. It's important to recognize that, to a large extent, much of our country's success and our influence today come as the happy good fortune of living amidst an abundance of natural resources. Here in Texas and in this great university system, oil and gas have certainly played a major role. Somebody gave this great university two million acres of the worst-looking land you ever saw in your life. I guess the university got it because nobody wanted it at the time! Then years later they found out that God put oil and gas underneath a lot of it, and so it all worked out. Goats couldn't live on the surface of that land, and ranchers out in the Texas plains were starving to death. All of a sudden, Exxon comes in and finds oil and gas, and it's a wonderful life from then on. Those are happy accidents. And my point is that we are about to run out of happy accidents in our country. We are going to have to create the industries and the jobs and the technologies for our future.

We could once be secure with a few exceptionally well-trained men and women, and that's the way our educational system used to work. If we went around this room, we might be surprised to learn that few of us had parents who went to college. I was the first generation in my family who got to go to college, and my family had been in Texas for five generations. Many of us fall into that category. Education beyond the high school level was something that only a few people had available to them. The community college system, to a large extent, has thrown that door wide open and has given us a marvelous opportunity at this time when we can no longer depend on just a few exceptionally-trained men and women. Knowledge, learning, information, and skilled intelligence will become our new raw materials for international commerce.

Now we are supposed to be entering the age of information, and I say that because anytime everybody agrees on something, then I get a little nervous. But everybody thinks that's the way it's going, and I hope so because that's the business I am in. But I can remember thinking, about twenty-four months ago, that oil and gas prices would continue to climb forever (and there are many, many other examples). Thus, all my business experience makes me nervous when the herd says things can only go one way; typically, you get a little shock. But if we are going into the

information age, then learning will be indispensable; it is the essential investment required for success in the age of information.

Looking at a few numbers, today 13 percent of our 17-year-olds are functionally illiterate. Forty percent of all minority youths are functionally illiterate. These are devastating numbers. Whatever it takes we must take our disadvantaged children into the mainstream of American life and give them a superior education. The cost to educate them, train them, and make them productive is insignificant compared to the tragedy of having them spend their lives underutilized.

Our public education institutions must make dramatic improvements. The community college system across our country can and will be making huge contributions toward making it possible for these young people to be competitive. I was asked a number of years ago: "What's the most essential thing for America's future success?" I gave an answer that disappointed everybody, but it sounded like what a businessman would say. I said, "I would like for everybody to have a job." And, of course, a lot of folks got on me about that. But I countered with the idea that if everybody has a job, the tax base is secure. If the tax base is secure (of course, not everybody will be able to have a job; some people can't work; we will have people mentally and physically incapable of working), if we have jobs for everybody who is able to work and is trained to fulfill those jobs, then our tax base is so strong that we can do whatever we need to do to build and to strengthen our nation and to take care of the people who need help. But without a strong job base in this country, the tax base would have to be created out of thin air. You can't get blood out of a turnip. Keeping the job base strong is important. All of our children, no matter how disadvantaged their home, must be competitive as they enter adult life. It is the highest priority for our country.

With all of my experience in education, I still can't figure out who the great people are going to be in EDS when we bring them in out of colleges. We bring in large numbers and give them all the same quality of training. Then 10, 15, 20 years later, someone just shoots across the sky, and it's probably someone who was a nuisance in the training program, someone who was kind of a character, and on and on and on. Edison's teacher thought he was dumb; but if you look at the way he ran his experiments, I am not sure that Edison wasn't dumb! He ran a trial and error operation; and when he figured out every way you couldn't do something, he figured out that there was finally one thing left that worked! Yet, Edison changed the world! One man changed the world. Einstein's teachers thought he was slow. Churchill's teachers thought he was slow. So genius is tough to measure, and my theory is that we must provide excellent educations to the largest possible number of our people; and periodically someone will arc across the sky and change the world. We won't know who he is in advance, and typically the teacher will be the most stunned person of all!

Now having said that, let me point out that over half of the population of our gifted students do not match their tested ability with comparable achievements in school. Now that kind of mind is a gift, and not to use it is a tragedy for our country because those people could make the difference. It takes one Edison to create hundreds of thousands of jobs. Most of us could never create an electric light but could perform a

function in a factory that makes electrical fixtures of one kind or another. And that's the massive contribution that these individuals can make. They are needles in the haystack, but we can't search them out. All we can do is educate and prepare them and stand back and wait for something good to happen.

Forty percent of our 17-year-olds cannot draw inferences from written material. Sixty-seven percent of our 17-year-olds (this is as we enter the age of information), two out of three of our 17-year-olds, cannot solve math problems requiring several steps. Believe me, I didn't like solving math problems that required several steps. I didn't even want to solve math problems that required several steps; but as I mentioned earlier, I lived in a box and there was no place to escape. So I turned out to be pretty good in math; and if I hadn't been, I would never have had the opportunities I've had in the electronics business or in going to the Naval Academy. So the possession of that knowledge has been great fun; the acquisition of it was drudgery.

It has been said that we are raising a new generation of Americans that is scientifically and technologically illiterate, and we are doing it at a time when we need them more than at any other time in the past. The most damning statement of all appears in the Commission's report: "Each generation of Americans has out-stripped its parents in education, in literacy and in economic attainment." Keep in mind that every generation has left things better since our country was begun. "For the first time in the history of our country, the educational skills of one generation will not surpass, will not equal, will not even approach, those of their parents." Now it is up to us to change all that. I urge all of you to carefully study the Commission's findings and recommendations. Across our nation, the community colleges--our grass roots colleges--are in a unique position to contribute to the corrective action that is required. I urge you to strengthen your basic academic courses and recognize that you are in a worldwide competition just as real as the Superbowl. Either we are going to win, or they are going to win. If we win, hundreds of thousands of jobs will be created; and if they win, we will have problems that we can't solve. But that's the game.

This is a paradox. We have become permissive and non-competitive in our academic system; but at the same time, the whole world stops on the weekends to watch competitive sports, where somebody wins and somebody loses. The guys that win have paid an awesome price in terms of discipline. Nobody ever said it was fun to go to training camp; nobody ever said it was fun to work out during the week. I can't imagine getting anyone to admit that it is fun to get hit as hard as these guys hit each other in the game, but I am sure it is fun to win. I mention this because the competitive spirit is alive and well in our people, and we need to bring it back into our educational system. I urge you to strengthen and add to the courses in chemistry, physics, computer sciences, electrical engineering and electronics. On the other hand, the saddest thing in the world is an engineer who has no sense of conscience or of the liberal arts. Obviously, you need to keep a balance.

Let's talk about electives. Would you have taken hard courses if the choice was yours to make? I would not. If I could have taken "Social Adjustment," "Love and Marriage," I probably would have taken them two or

three times in high school! It is terribly important that we require courses of our young people that they need to be competitive and successful in adult life. We have to rethink the importance and not the popularity of these courses and eliminate some of the soft courses (or at least the emphasis upon them). It's a funny world if you believe that the time spent learning to cook and drive counts as much towards a high school diploma as the time spent in algebra, biology or chemistry. We have a problem of under-qualified teachers in our public schools; and we must face the problem and remedy it. The "oh my goodness" phrase is not going to help us there.

Finally, let's go back to a time when we were pre-eminent in education. We invented public education. We were so far out in front of the rest of the world, that the rest of the world came over here and copied us. After World War II, the world flooded into this country to find out how we educated all of our people, how this marvelous system worked. The key was the teacher in the learning environment. The key was not school facilities. But now, we have the darnedest collection of stadiums, field houses, and so on. You don't have to have an air-conditioned classroom. I was grown before I ever saw a training aid. Now think about that. Did you ever see a slide projector? No. How about an overhead projector? No. I can remember in geography when we finally got maps from National Geographic, and that was big stuff. They would pull them down from the wall, and that's about as good as it got. But we had a dedicated teacher, and she had a blackboard and chalk, and she proceeded to drill it into our unruly heads, and that worked. When the government started pouring money out to education, we managed to spend it on a lot of tangible things that didn't really contribute much to the student's learning experience. So we are stuck with going back to the teacher, and the student, and the parent, and the learning environment that will allow young people to be competitive.

I believe that we must have discipline in our schools for a learning environment to flourish. We might as well change the connotations of that word and accept it as something that is necessary for society to function at every level. I simply can't be undisciplined as your neighbor and be a good neighbor; I can't be undisciplined in the classroom and learn.

In many cases, we have allowed our schools to become huge factories. Our child loses his sense of individuality in these large facilities. We need to carefully consider the size of our institutions, or at least the size of our classes.

We are going to be in a period where funds will be in short supply. It will force us to narrow our focus to the important subjects. Business and the community colleges do work together well, in my opinion. We must learn to work together even more effectively so that you know our needs and can respond appropriately. Certainly you shouldn't become a training school just for local businesses; but, on the other hand, it is a tragedy to have a computer sciences course that is out of sync with the needs of companies. That is happening from time to time across the country.

We cannot let ourselves become discouraged. It's not that things are so bad; it's just that things have been so good for so long. We have become fat and soft. We are running the education system much like inheritors of great wealth. We didn't make the money; most of it was

passed on to us in terms of facilities and capabilities. In some cases, we have not used it well; we have squandered it. We had an overwhelming lead and gave it away; and now our challenge is simply to recover it. And we can because we have a unique asset that allows us to correct our problems in this country. We are a free society, a free people, and we can redirect our energies. In the United States we can turn around on a dime, and we must.

I believe that, in this operation, the community colleges can be like the PT boats in the navy. You are smaller; you are maneuverable; you can turn on a dime; whereas our huge universities are more like the battleships. In this country, we are certainly capable of being anything we want to be. It's not a matter of money or legislation; it's simply a matter of will. In this state I can take you to places where individuals went out in the middle of nowhere to homestead land and lived in houses made of sod. One man I know lived on land he wished to homestead for five years, went in to file his claim for homestead, and discovered that he needed to have a witness. But nobody else lived there; there were no witnesses. So he brought in a neighbor and lived there five more years with every problem one could have. At the end of five years, he went back and made a proper claim. That is an act of will. (This is an old Texas story--oil came in on the ranch, so it had a happy ending.) I make the point that all we need in a free society is an act of will. I think that each of you has demonstrated acts of will in becoming master teachers; administrators here have exercised that act of will in the past. I urge you to redouble your efforts!

In our country, nothing is impossible if we decide what we want to do. Then we will simply persevere through trial and error and disappointment to get it done.

Three Hypotheses on Good Teaching

Morris Keeton

A Failure That Gave a Clue

A large proportion of my work as an instructor has been in the teaching of critical thinking skills to relatively able young college students. Early on I discovered the hard way that lecturing about patterns of valid and invalid reasoning does not significantly change those skills. A second discovery was that the most dramatic demonstration of good thinking on my part also does not change the learners' competence.

For example, I had learned of the work of Bloom and Broder in analyzing the many ways that students try unsuccessfully to solve reasoning problems and the less numerous ways that they do so successfully. So I devised a way to demonstrate good skills. A long division problem was encoded into letters: the letter A for one numeral, B for another, etc. The task was to decode the problem--that is, to find the number corresponding to each letter.

One day I asked my class to invent such a problem and dared them to create one that I could not solve within ten minutes. They tried; but I broke their code in seven minutes, describing out loud each step in reasoning as I found the clues and applied them, until the answer was complete. Then I turned from the blackboard to the class and said: "You see; you can do it!" To which remark one bright young woman on the back row replied: "I see you can do it!"

That incident was the end of my blackboard demonstrations except as a kind of starting "come-on." Thereafter, I held interviews one by one in which I presented an encoded problem to the student, invited her to think out loud while I listened in "supportive silence," and after ten minutes reviewed with her the things she had done that moved her toward solution and those that were useless or actually blocked solution.

One such student resisted the exercise, saying: "That's math! I hate math. I'm no good at math. I'm wasting your time. Let's stop this!" After seven minutes of this kind of evasion of the task, she responded to my Gibraltar-like presence by noting: "Well, I do see that R-R is D." She started to drop that thought when I violated my rule of silence by asking: "So what?" "Oh," she paused, "**D is 0.**" After **another** round of evasion and her discovering a second clue, followed by a two-word question, she solved the problem in record time. I said to her: "I don't know how able you are as a critical thinker; but after wasting seven minutes refusing the face the problem, you solved it in record time. There's nothing wrong with your potential as a critical thinker."

She went on to do very well in the course and to score very high on the final comprehensive examination of critical thinking skills. A couple of years later we crossed paths on campus, and she reminded me of the coaching incident. "Do you know," she said, "I discovered that the method works in economics, too!"

My failure at teaching by demonstration gave me a clue to some ingredients of better teaching:

- It must raise the belief of the learner in his own capabilities.
- It must engage the learner actively in trying his own wings.
- It must point to methods which the learner can apply to the tasks of

learning.

- It must bring early and repeated rewards for success.

You may draw other clues from the example. But one other which I drew for my own benefit as teacher was very gratifying:

- If you make a failure in an attempt at teaching, look for clues in the failure that will make you a winner.

Every instructor must have some good "war stories" about failures and successes in the day-to-day tasks of teaching. It is a serious problem that research on teaching has not yet advanced to the point where systematic and well-validated evaluations of alternative teaching methods are common and are often designed so as to throw direct light upon the improvement of our day to day practices as teachers.

One contributory cause to this situation is that research on teaching rarely begins from well-formulated and testable hypotheses as to what processes and relationships do contribute most substantially to learning gains on the part of learners. For example, to my way of thinking, it is ridiculous to hypothesize that the size of a class is a primary determinant of the effectiveness of teaching, given the presence of factors such as those I have just mentioned as clues from my own teaching experience. Yet how many more studies of class size have been done than of strategies for building students' confidence in their ability to learn?

If this hunch--that the advancement of teaching requires a larger supply of plausible, significant, testable hypotheses about what makes for excellent teaching--has merit, then more of us should be proposing some hypotheses. Let me, then, play the hunch and offer some ideas about where to look for them. Those of you who are supervisors of doctoral students, are doctoral students yourselves, or are leaders of faculty development programs can use these clues to formulate your own favorite hypotheses for investigation. I will offer three clues, each of which involves a three-faceted strategy.

Clue 1: Combining Learner Autonomy, Clear Goals, and Flexibility of Working Arrangements

To give some concreteness to this statement of strategy, let me call to your attention the increasingly common pattern of external degree programs: a mentor works with a student to define a learning contract which either begins with, or develops significant, clear, and assessable objectives; the mentor gives the student free rein to consult experts, use community resources, use computer or telecommunications tools, and attend classes or meetings as little or much as the student desires.

Many people seem to think that it is a contradiction in terms to speak of combining high standards with great freedom for students and with highly flexible learning arrangements. There is, however, an enormous difference between letting someone do as she pleases (which is a kind of not caring for her) and supporting a student in designing expectations that are most appropriate for her under her circumstances.

Knowing clearly what you want to get done is a great source of efficiency in getting it done. Not knowing what you are supposed to do or want to do is, by the same token, a major cause of lost motion. Most students, most of the time, are unclear about most of what they should do or want to do in learning. And most teachers, much of the time, do not know clearly what they want their students to learn. Moreover, many

teachers operate on the principle that in order to discover whether a student has learned what he should learn, one must not let him know what the teacher is really expecting. The idea is that if the student knows what the teacher wants, the student will master it and thus save time learning just those things. In order to trap the student into spending more time learning some things that the teacher does not think important enough to test on the exams, the teacher keeps his expectations just clear enough to enable the student to know the broad area within which the most important things will be found, but to be nervous enough about which those are that he will learn more than enough. This approach rests upon the fear that if you tell students just what they must know, they will not learn anything else. The effect is a waste of concentration through fear, a waste of time in studying unessential trivia, and a loss of motivation to learn more than required for the interest of the subject. I call this the Principle of Lost Motion.

Now in defense of lost motion, let me remind you that when the teacher stipulates exactly what is to be learned, gives the student no choice, and drills for exactly that outcome, we call the result indoctrination. Indoctrination does not make for free inquiry, for searching and scrutiny of ideas, for the advancement of knowledge or of human autonomy. So it is not all bad to leave some things unclear. This is especially true if the teacher has a mistaken set of priorities and values or if the student has some significant concerns for learning which can be bootlegged into his program more readily if the teacher's agenda is a little foggy. Moreoever, sometimes neither the teacher nor the student has an adequate idea of what should be done; and it is better in such cases to leave things unclear than to pretend to a clarity which is not genuine. Thus, those who object to Lost Motion should bear in mind the values of Candor in Confusion.

It is possible, however, to escape between the horns of this dilemma. Let me relate an experience which helped me to see one way to do so. I was teaching a senior seminar in ethical theory to a group of students, all of whom were majoring in philosophy, but 80 percent of whom were not going to continue philosophy as a major after graduation. I wanted them all to learn how to do a piece of thinking about an issue of ethical theory so well that the resulting paper would be worthy of publication. I did not care what ethical issue they chose nor in what order they wrote about it so long as their recommendation came out clear and unambiguous, the r reasons and evidence were persuasive in respect to that conclusion, the reasoning used was valid, and all major alternatives had been examined and competently assessed. There were two major problems with this objective of mine. First, some students may have wished to something else. And second, the expectations were so abstractly put that most students did not know where to take hold or where I expected them to come out.

On the first objection, we discovered that students could have their wishes at the same time that I had mine. In other words, I asked them what it was, specifically, that they wanted. This turned out to be different things for different students. Three students, for example, were going into graduate study in counseling with a view toward becoming psychological therapists. Two of the three wanted to study the pros and the cons of Freudian versus Rogerian approaches to therapy, and the third wanted to have a project in that field on which one or two other students would

collaborate with her. We agreed that they would do a three-person project to develop their judgment as to the conditions, if any, under which a therapist might appropriately impose upon a client overtly or covertly the values of the therapist's conviction about the modalities of therapy. This issue would be used as a vehicle for assessing the relative merits of Freudian, Rogerian, and other orientations to therapy in respect to this particular ethical concern--namely, the concern for the patient's autonomy and rights and the concern for the therapist's need for conditions facilitating effective professional functioning in support of therapy.

This agreement resolved the first objection. In other words, it proved possible in every case to find a way for the student to pursue a high priority interest of his own while at the same time respecting the instructor's objective.

For the second problem we found another resolution. We did this by devising two aids to clarification of the objectives. One was to outline a series of steps by which to develop a growing clarification of the objectives. The second was to gather some examples (models, if you will) of good and poor performance on the elements of that task. Let me illustrate.

A first step in defining a clear learning task for each student was for the student to state clearly the specific ethical question he was to investigate. We found that most people think they have a clear ethical question in mind when in fact they do not. This story is, of course, as old as at least the time of Socrates who, if you have read the Platonic Dialogues, was always questioning people who thought they knew something in such a way that they soon discovered that they did not know what they were saying or did not believe what they had said.

So students, before trying to write a paper, drafted a statement of the question they would investigate. The other students and the instructor spent a part of a meeting with each student, making suggestions or asking questions as to how to clarify the question. Unlike Socrates, who often got under people's skin so badly that they wanted to kill him, we tried to do this probing in a supportive way; and fellow students were encouraged to make affirmative suggestions as to how to clear up the issue being asked. Of course, they learned how to state questions clearly by way of working on one another's questions as well as their own.

One of the things that we did was to adopt a policy of "authorized collective cheating with public disclosure." In short, students were to help each other and to give credit for getting help--not as a sign of weakness, but as an acknowledgement that the most effective scholarship is a social endeavor, a collective effort, and that no scholar should entertain the arrogant belief that he does his work unaided. Let me pause here to note the tradition that students be forbidden to get help from other students on critical tasks and the effect of suppressing the disclosure of the help they did get. Yet the ability to give and get help on intellectual issues is one of the most critical skills in becoming a highly productive learner or scholar. But I am getting ahead of my story and will return later to this point.

A further step which we took to clarify standards was to collect both good and bad examples of performance on the objectives, along with comments explaining what was good or bad about each example. We found this to be

one of the most helpful methods of clarifying standards. We finally adopted an agreement that the instructor's written critique of each draft of each paper, along with a summary of the analysis done in class discussion of each paper, would be dittoed for everyone's instruction. (This was before the day of Xeroxing.) Thus, a student in a fifteen-member seminar got the benefit of the analytic critique of fifteen essays and not just of his own.

You will notice in this example that no two students had precisely the same tasks or objectives, but that there were some aspirations that were common to all of their tasks. Everyone was learning to work in a team on an intellectual problem. Everyone was learning to take and give criticism constructively. Everyone was learning to state a question clearly and to muster and assess evidence for and against an idea validly. Yet everyone was at work on an issue of highest concern to that particular person.

I am hypothesizing that teaching would be improved if teachers, as individuals and as a collective body of faculty, were to make a greater use of Standards Libraries and Learning Contracts to achieve the advantages of clear standards, student autonomy, and flexible working arrangements.

This recommendation is not incompatible with the faculty's setting certain degree requirements that are common for all students. It is, however, incompatible with the faculty's doing a lazy and incompetent job of defining degree requirements. Traditionally, the job done on this score has been lazily and incompetently done. For example, to ask that every student take either a course in philosophy or a course in religion at intermediate level is a lazily and an incompetently specified degree requirement. I do not agree with the push for defining all degree standards in terms of competencies because I think that there are highly important outcomes of a college education which cannot, without stretching the meaning of terms, be reasonably called competencies. I refer, for example, to types of appreciation, to experiential exposures, to habits and attitudes which it is desirable to develop, and to sheer knowledge (even if not the same knowledge for all students) needed for different learning contracts. But I do agree with that concern of the movement toward stating performance objectives or expectations which call for prior specification by faculty and students of the intended outcomes of learning in a way that is as clear as our capability permits.

This recommendation is not a vote for inflexible learning contracts. A learning contract should provide ways by which it can be amended by mutual agreement, and a good teacher or mentor will welcome and often initiate amendments to initial plans and agreements when she recognizes a good reason for such changes. Also, a good teacher will welcome surprise learning outcomes that no one intended or sought.

The quantity and the significance of what is learned, I believe, are functions of the clarity with which learning goals are seen, the energy and commitment brought to the learning effort, the competence of the parties interacting in the learning, and the efficiency and adequacy of the learning processes and resources used. Therefore, my **hypothesis** is that teaching would be more effective if teachers abandon Lost Motion, abandon Learning Locksteps, and abandon Vague Requirements. Instead, we should work to create Standards Files, develop Degree Contracts between mentors who put their own and their institution's stamp upon each program, and

respect the growing autonomy and proble-solving capability of students using increasingly flexible arrangements for learning.

Clue 2: Combining Exposure, Interation, and Diversity

My second hypothesis is that teaching can improve if students are provided relatively greater than usual exposure to, and interaction with, a diversity of environments, peer groups, cultures, and types of faculty. The theory is that, given self-chosen learning objectives of reasonable clarity, students can learn more and learn more important things if exposed in depth to a variety of people and environments than if kept in relatively unchanging circumstances among people as much as possible like themselves. Once upon a time, the parents of college students were at much pain to see that they went to school "among their own kind." This is still the idea behind some finishing schools and other elite institutions and even some institutions for indoctrination. "Their own kind" may refer to race, to academic aptitude, to social class, to religious outlook, or to other variables that seem important to the sponsors and patrons of these particular schools.

A most significant effect of the tradition of going to school with one's own kind is that one's family and cultural outlook and values are unlikely to be challenged by the peers. Lacking challenge, these ideas and values remain unexamined. Even when sound, they tend, then, to be held without full understanding and without a grasp of the reasons for which they are held. When later challenged, such students may act contrary to those values out of ignorance, abandon them for poor reasons, or hold on to them mindlessly and be unable to contribute effectively to the development of more appropriate values and ideas.

We have also had a tradition that the faculty of a college should all be professional academics. A professional academic is not always a professional at being teacher, but is sometimes a professional in the sense of being a **disciplinary** specialist, and certainly not a practitioner of the applications of the discipline. A consequence is that values peculiar to the profession of academician have dominated the campus of at least the classroom culture. As with homogeneous peer groups, so with homogeneous classroom cultures, that which is unchallenged and uniform throughout one's experience tends to go unexamined. In such environments, students are not exposed to alternative role models. They do not hear the practitioner challenge the theoretician, nor the theoretician take on the practitioner about his practice in the presence of witnesses.

A further element of homogeneity in traditional higher education has been that of a campus which remained the sole official learning environment for an entire degree program and which remained relatively stable throughout a student's career. German higher education of the 19th century **used to** be famil[illegible] with the itinerant student, who took his own risks about passing the state examinations for degrees. Of late, American colleges have become more accustomed to student's use of periods abroad in one or more distinctive cultures, periods or work away from campus, periods of leave from college altogether to try out the world of work or of other styles of life, patterns of student transfer among two or more institutions in the course of a degree program, and so on. Thus, the tradition of the campus as ivory tower or retreat center is almost a lost tradition. What has not yet replaced that tradition, but probably should, at least for

students, is a policy of deliberate exploitation of diverse environments for the purpose of learning on specific chosen objectives according to a design well-conceived in advance.

Let me emphasize at this point that I would deplore a college education which left no place for unexpected outcomes, for suprises in learning, or for just having fun at learning. I believe, however, that significant suprises are more likely to occur in a learning design which sets up potent interactions containing elements of novelty. A student doing intake interviews in a Vera Institute of Justice project seeking pre-trial releases for youthful offenders is more likely to encounter some unplanned and significant side effects in learning than one who studies juvenile delinquency from textbook and classroom sources only.

In explaining these elements of our tradition, I have disclosed the alternatives that are possible but have not exposed some of the problems inherent in those alternatives. Too much variety can upset people emotionally, destroy coherence and continuity of program, and prevent establishment of productive learning relationships. Too many changes may overstimulate and "overload one's learning circuits." What is needed, then, is not a departure from tradition merely to escape its problems, but a carefully designed change in degree of exposure to new settings and people and in proportion of novel experiences and tasks so that the challenge and stimulation which they provide can contribute to a much richer, but still coherent education.

Clue 3: Combining Experience, Simulation, and Abstraction

A final hypothesis for this occasion is that educators, as individuals and as the collectives that design degree programs, would elicit more significant learning if they gave priority to more judicious designing of the interplay between experience, simulation, and abstraction in learning programs. By way of explaining this hypothesis, I refer to the work of Dr. James Coleman and colleagues in a seven-year research effort on the use of games employing simulation to facilitate learning.

Coleman, to explain how games facilitate learning, had to distinguish between "information-processing" and "experiential learning." In the former, which is the typical approach to learning in school, learning usually occurs in this sequence of steps: 1) reception of information (often by lecture or reading), 2) assimilation of information through use of principles, 3) becoming able to infer applications from the principles, 4) becoming able to act in a way that shows grasp and appropriate use of principles. In experiential learning, on the other hand, the steps are reversed: 1) action takes place in the particular situation, and the effects of so acting are experienced; 2) there follows an effort to understand this instance, what follows from a given act in the instance, and how to achieve one's goals in that situation; 3) next, an effort may be made to see the case as an instance of a more general principle (with or without verbal or symbolic expression of that principle); and 4) finally, the principle gets applied to different cases within its range or applicability, and thus is understood more fully.

As Coleman points out, tradition has been that the vast bulk of institutionally-sponsored learning is in the "information-processing" mode. This mode can enormously reduce the time and effort required for learning. It depends very heavily upon symbols, notably language, with the

associations which words and symbols bring. If these symbols are poorly learned, their manipulation is poorly mastered, inappropriate associations are introduced, or the referents of the symbols are misconstrued for lack of experience of what they are about, this system of learning is seriously flawed. Students using this mode often cannot "apply what they've learned," as their teachers say--which is to say that they did not really understand. A further flaw of this mode of learning is that it depends heavily on "artificial or extrinsic motivation." The incentive to learn is often not there until the utility of the learning becomes clear in action, and in this mode of learning that test comes last.

In experiential learning, on the other hand, the motivation comes early because the necessity of acting forces a prompt decision, and the need for knowledge is immediately apparent. But experiential learning tends to be very time-consuming, requiring actions to be repeated enough and in enough different situations to yield generalizations. If the consequence is separated in time and distance from the act, it may be hard to connect the two in learning (e.g., the linkage between eating asparagus and the distinctive odor it imparts to the urine). The person who has learned this way may have problems verbalizing what he knows: "He can't verbalize it, but he can do it," his teachers report. Thus, an experienced gambler may beat a superb probability theorist in gambling, but may be entirely unable to explain what he knows. The motivation in this mode of learning is intrinsic. No one needs to contrive it.

Clearly, if the strengths of these two modes of learning complement one another, and where used effectively, overcome their respective weaknesses, then the ideal learning program will be designed to incorprate appropriate proportions and timing of each in order to optimize learning, to obtain ideal efficiency in use of time and resources, and to deepen both the abstract and the experiential components of the end product.

I believe that both traditional work programs and traditional classroom programs are inefficient and ineffective relative to what is possible with programs designed to capture the strengths of both information processing and experiential learning. Programs combining these strengths will be more costly in resources used per time period than will older methods; but in their yield of deep, lasting, and significant learning they will yield greater benefit relative to cost than traditional methods can do. Programs which add simulations to more abstract theory and more complete experience can have even greater potency and efficiency.

Epilogue

I know of no easy nostrums or gimmicks for the improvement of teaching and learning. You will notice that I have offered none here. I have tried rather to draw upon the limited storehouse of principles available today in learning theory and upon a variety of experiences in the management of learning to propose directions likely to be fruitful for future ventures. Those ventures will not be easy to manage nor free of major difficulties. They can, however, add enormous liveliness, significance, and enjoyment to the learning enterprise. For this reason, I recommend that we get on with venturing and accompany it with research addressed to more insightful hypotheses about these ventures than have been typical of past work in both teaching and in research about teaching.

Getting Ready for Excellence in Education

Judith S. Eaton

Introduction

Community colleges are, and always have been, social statements about quality and about the availability of education. Early on, we made a strong egalitarian statement about education--we promised access, low cost, and nurturing. Lately, however, we seem to be talking about quality as well as access, standards as well as support. What do we mean by excellence? Excellence refers to a growing determination within the community college movement to raise institutional expectation levels about student performance. This determination may take various forms: altering programs and grading systems, changing institutional services. But the bottom line is a resolve to improve the quality of what we are doing and the quality of our results--that is, the quality of student performance.

That determination makes a sizable number of community college people very uncomfortable. Are we really talking about going back to the pre-community college era? Are we really talking about limiting the educational rights of the 5 million people who are enrolled in our institutions? Are we talking about returning to a conventional, hierarchical, conservative education for people around the country? I don't think so. Access is important, but we cannot only be accessible. We are challenged now to develop criteria for quality that are unique for the community college.

Access has produced our success. It has produced jobs in the place of despair, advancement in the place of failure, and civic responsibility in the place of alienation. Of course, access is valuable; but there are times and situations in which access may lack value. Access has produced waste in student time, educational efforts, and tax dollars. We are a 12 billion dollar industry measured by what goes in, not by what comes out. Not even federally-funded Chrysler Corporation functions in this manner. Access has produced frustrations: impossible teaching loads for many of you, frustration in trying to deal with students with reading levels from the 4th to the 14th grade, impossible demands on management time in trying to satisfy conflicting constituencies within the community. Access, some argue, has produced failure. Community colleges are frequently not respected or regarded as genuine institutions of higher education. Our attrition rate exceeds our graduation rate. Some say we live in an era in which shoddiness surrounds us and that community colleges have misused democratic notions. Some would also argue that we've erred in proposing warmth, love and counseling instead of curriculum.

The community college as the national lowest common denominator for education is not the answer. Access issues must be addressed with concern for our student populations, but with an emphasis on excellence. While it is easy to argue piously for quality, it can be argued that a strong emphasis on excellence could mean closing the open door, could create exclusion, could mean giving up our comprehensive mission. Encouraging higher standards could only occur at the price of failing to assist those with the greatest educational needs. Excellence could destroy opportunity for women and minorities and other first-timers in the educational enterprise. Some say excellence can exist only at the price of denial of

our egalitarian ethos, but I disagree! Excellence has always been a factor in our considerations of teaching and learning, managing and leading. It has always co-existed with access. Now that we have demonstrated our availability, what will we lose by demonstrating our effectiveness?

An Agenda For Excellence

Here is an eight-point agenda for excellence:

1. Expand testing, assessment, placement, and orientation efforts in our institutions.
2. Seek enriched academic standards.
3. Make additional commitments to counseling and advising programs.
4. Make a major turn in curricular thrust by merging academic and occupational education to accommodate high technology.

There is a lot of talk and a lot of confusion about high technology. There are conflicting perceptions of the extent to which community colleges will be affected by this need for altered substance and style within the curriculum; but at the very least, I think that the shift from a smoke stack economy to an information and service economy provides us with a fresh opportunity to assess the balance of our curriculum, to assess the competency orientation of our curriculum, and to assess the timeliness and effectiveness of our curriculum.

5. Turn outward to strengthen our investigation of cooperative community-oriented approaches to learning.

Many of us who come out of institutions where education is the organization's primary business--and where, for example, the local computer company does not provide courses--still feel that there is something suspect about the non-institutional, educational efforts of the private sector. Yet some individuals are saying to us, "Hey, let's join forces with those non-educational institutions in their educational efforts; let's join forces with General Motors or the U&W or IBM. Rather than resenting them, let's work with them in assisting people."

6. Accept responsibility for educational programs designed uniquely for part-time students.

We do not accept enough of that responsibility, yet we know that the vast majority of our students are part-time.

7. Strengthen developmental education programs.
8. Place more and more emphasis on educational opportunities for the academically-advanced.

In order to realize these eight points within our colleges, we need to look at people, first, and at the dynamics of our institutions, second--not so much at our structure, but at our processes.

Getting Students Ready For Excellence

We should look first at our students. How do we get students ready for excellence? We need to change the relationship of our students to our colleges. We need to work with them upon entry to determine their skill levels, to help them describe what they have accomplished (both inside and outside the classroom), and to establish goals.

Then we need to change student attitudes toward college. A lot of the resistance to being directive, to being prescriptive has to do with the notion that students will not accept the results of test scores, that they

will not accept institutional insistence on course placement and prerequisites, that they will not accept being required to become fully informed about the community college as a resource.

How can we get students more interested and even more committed to their education, to change their approach to the institution? We need to change the work habits of our students, to encourage them in the direction of additional investment of time and energy to produce the skill levels that they need. That means that we look at the person who is working 30 hours a week and is married with two kids, and we suggest to that person that he not enroll for 18 credits.

Getting Faculty Ready For Excellence

How do we get faculty ready for excellence? Napoleon said, "Ability is nothing without opportunity." Our students come to us with a wide range of skills and abilities; the work of faculty, in my judgment, is a kind of catalyst. It's up to management to provide the support for that catalyst.

Faculty are frequently described as conservative and as obstacles to change within an organization. (That comment almost invariably comes not from faculty but from administrators.) A conservative is someone who believes that nothing should be done for the first time, and I think that's handy as a definition of what to avoid. Getting faculty ready for excellence means changing attitudes, changing attitudes toward the community college mission. I have had a lot of conversations with faculty over the years (even as a faculty member) about our commitment to access with simultaneous insistance upon higher standards for our students. Many of us come out of a time when we had grading systems without Fs, had few limited entry programs, and believed that anyone who wanted to come to a community college should be allowed to enroll. We need to scrutinize access when it occurs without available support services and course attendance without needed prerequisite skills.

Yesterday I was talking to a woman who had been a student at Clark County Community College. She took a class that began with 40 students; fourteen people remained to take the final exam. She claimed that the instructor was outstanding, and I would agree. So what happened to 26 people? Should it happen? Getting faculty ready for excellence means changing approaches to standards, means agreeing to increased expectations and higher academic standards.

Getting faculty ready for excellence means changing our approaches to faculty development. One common version of faculty development is to have a very large travel budget and allow faculty to attend the conference(s) of their choice. That version has a lot of advantages, but it does not pull together the mission and purpose of our institutions and our faculty development efforts. We have assumed that if 50 percent of the faculty attend a conference of their choice in a given year, that that somehow automatically contributes to where an institution is going. It can contribute to an individual's growth, but the president should be institutionally selfish and look at the development of resources and people within the organization that positively affect the college.

Every faculty member, every administrator, for that matter, is a role model for every student. Therefore, we have a commitment in the classroom not only to reflect competency in an individual field, but to reflect high

standards of academic education and technological sophistication. It is important to be articulate; it is important to be analytical; it is important to be aware--no matter your instructional area, your background, your discipline, your program. John Naisbitt's Megatrends says that we are in a time of parenthesis, when we are not really sure about our values or where we are going. Faculty development efforts can be targeted to clarifying our profession's (and our discipline's) values and future.

My college has received a modest grant to help us merge occupational and academic education; the result has been some module development and team teaching within the institution. It has resulted in the President having the temerity to visit classrooms to see what's going on. Team-teaching a drafting and literature course has been one experiment. I observed one English instructor, a very charming and articulate man, talk to the class about some reasonably obscure English poet who wrote a poem about work. His discussion continued for about 15-20 minutes, and the class participated. The drafting instructor became involved in a dialogue with the English instructor and made reference to another poem and another author. The whole class came to life. What had happened was that the primary instructor in that classroom actually functioned as a model in that context; there was observable value in the merging of the academic and the technical enterprises. If every faculty member were able to function in this manner, then there would be few worries about the merging of diverse curriculum areas. But now it is a challenge!

Getting Management Ready For Excellence

Another challenge is getting management ready for excellence--clearly the toughest job of all! Peter Drucker said that so much of what we call management consists of making it hard for people to do their jobs. I bet most of you would agree with that. Getting management ready for excellence means leadership in organizational attitude. We hear a lot about the value of the Japanese approach and how to make organizations be more caring. Addressing these issues is important. We are somewhere inbetween our acceptance of hierarchy, on the one hand, and our demand to be left alone to do what we want to do, on the other. From my own reading in Theory Z management literature, I discovered the notion of management's responsibility in encouraging loyalty by providing support and getting people to identify with the goals of the institution.

My college is part of a state system with a state governing board. The board is elected, and we had an election last November. One of our new Board members was asking a lot of questions about curriculum and where the college is going, and I sent her an article that I had written recently. She wrote back and asked how we were implementing my ideas in our institution. That was a really good question! It is easy to go talk to the Rotary Club and forget to do the same speech in your own institution. Yet I believe that management ought to be cheerleaders, be effective in being clear about what is of priority, what is important, what is critical within an organization. When was the last time you asked your president, or your dean, or your vice president: "What is this place really all about anyhow?"

One of the reasons that I and others have been concerned about Theory Z management is that we sense a falling away from identification, from that

kind of pioneer spirit and interest and enthusiasm that originally characterized what we were doing in the community college movement. We have moved away from demonstrating leadership in identifying and setting institutional goals. When I first went to Clark County Community College, people said that I would never convince the faculty to support an F grade, to agree to a testing program, to have limited entry programs, or selected admissions (other than in the health occupations). I was told that the faculty believed that open access had to be maintained, unlimited--no matter the difficulties. Well, we have an F grade, we have increased the number of limited entry programs, and we have a newly-initiated testing program. Why? We have initiated dialogue, we have talked about our disciplines and about broader educational goals, and we have talked through our difficulties with those goals.

I urge leadership in faculty support. Management's support of faculty requires that quality is rewarded, merit and outstanding performance is acknowledged. Instituting those rewards and acknowledgements will fly in the face of many collective bargaining agreements around the country. But if management is indeed a support service for faculty, then there must be some agreement as to expectations of quality in the classroom.

Finally, getting management ready for excellence takes management development--providing the opportunity to learn about new ideas and approaches, new structures, new ways to work with faculty. Several style issues are important of getting managers ready for excellence. Can managers lead but not dictate? Can we initiate but not interfere? Can we be responsible but share authority? Can we innovate and avoid inertia? Can we take risks and change the status quo? Can we distinguish power and authority? Can we value shared recognition? Can we create loyalty through sharing values? Can we create identification through example? Can we create success through acknowledgement? Getting managers ready for excellence means developing the ability to handle ambivalence about leadership. "Lead me but leave me alone" is the message I frequently hear. What kind of processes do we need within our organizations, or might we try?
To improve our systems we ought to be intrusive; we ought to intervene and be directive.

Let's put together an institutional audit system. Let's determine what our individual institutions can provide <u>well</u> and provide that. Let's consider our institutional resources, our community and student needs, and let <u>them</u> determine our priorities. Do we have a curricular reform system? Are we committed to looking at alternatives, to making changes in programs and services? Curriculum is a value statement, a critical one on the part of an institution, and we need to grapple with the very real problem that Sally Jones has been teaching in the same program area for fifteen years and that the number of students keeps dwindling because people are no longer interested in that program or it cannot meet their needs. Do we have a staff encouragement system? Do we nurture and take care of our most important resource--people? Are we providing the development that needs to accompany excellence-driven goals? If we continue up this road (and I think we will and should) toward an emphasis on excellence, we are, in some ways, significantly altering the mission of our institutions. People need to be involved in the process of that revision and comfortable with it.

Conclusion

The challenges that we are facing can be successfully met, if we limit access through some selective admission programs, if we consider scaling down comprehensiveness by electing to do only that which our resources enable us to do well, and if we develop a results orientation to curricular offerings and to student skill accomplishment.

I have read that the old believe everything, the middle-aged suspect everything, and the young know everything. Community colleges are combinations of belief, suspicion, and knowledge. We need the energy associated with this combination. I think we can successfully shift our mission and enhance our effectiveness. John Gardner believes that when an institution, organization or nation loses its capacity to evoke high individual performance, its great days are over. I would like the great days of the community college movement to go on for a very long time.

Seeking the Ideal: Voices of Excellence

George A. Baker

As we study the notion of excellence, we must conclude that it is an ideal, it is a goal toward which we should move. We listen to voices of excellence as public statements of professionals who are characterized by excellent performance.

A Time (March 22, 1982) essay asks, "Have We Abandoned Excellence?" and reiterates Hyman Rickover's challenge to America: "Look around you, do you see any excellence anywhere? Do you see any excellence in law? Do you see any excellence in medicine, in government or religion?" On other occasions, Rickover has challenged educators to consider the same question; he did not get answers to his question, but he gave to a generation of naval officers the idea that excellence was the standard. (As a result of his insistence on excellence, it is reported that in the Navy only the nuclear submarines ran on time.) The essayist suggests that we tend to think about excellence as a condition that existed in the past, has diminished in the present, or is no longer with us. In other words, he believes that we have lost the perceptions of excellence that we held twenty years ago. If we consider SAT and other achievement test scores, that perception appears to be true. However, the essayist continues that when we think about excellence (or remember anything from the past), we should apply two rules: the 50 percent rule -- that all recollections relating to past excellence must be discounted by 50 percent; the Walt Whitman rule -- that in every democracy energy finds its own standards and creates its own excellence even though the keepers of the old standards will always find fault with the new.

In a study that two University of Texas colleagues and I conducted recently, we sought to discover excellence by looking at the outstanding elements of educational organizations. We sought not to study the performance of the average person but that of the successful, the excellent person. We decided upon this approach after considering the possibility: perhaps it is difficult to achieve excellence in organizations because outcome expectations are oriented to average rather than to superior performance.

Others have considered this same problem. Dave McClelland and his associates have completed five to ten years of research developing a three-step concept in which they look at organizations, identify people who are excellent, then study and document what they do. Training procedures are then designed based upon what these performers do. McClelland could find no relationship between success in school and success on the job, no relationship between what schools measure and what the work force demands, no strong relationships between what we measure in school and successful or mediocre performance. He reasons that these relationships are weak because we emphasize knowledge at the expense of experience. However, we know from experience that excellent teachers combine knowledge with practice, combine learning with experience, and find ways to make learning creditable to the learner in classroom settings.

George Klemp, one of McClelland's colleagues, conducted an exceptional related study at the University of Chicago, looking at the behaviors of teachers and mentors. An amazing finding was that the behaviors respected

by both students and colleagues existed in individuals who taught and in individuals who mentored and advised. And so, McClelland would argue, if we know these competencies and if excellent people are characterized by these competencies, why don't we work toward them?

The purpose of our study was to replicate McClelland's work. In our study, we identified master teachers by their reputation and by our own knowledge of these individuals at work. We also identified first level administrators who had a direct relationship to teaching. Employing the Klemp competencies from the University of Chicago studies, we asked our two groups how they solved various problems relating to teaching and to supporting teachers. We divided our research findings into three different categories: competencies that we found in successful teachers, competencies that we found in administrators, competencies that these people tended to have that related to their own philosophy and their own belief set. While Klemp's Chicago studies used more cases than did our own, we did call a sufficient number of individuals in order to determine what competencies were consistent and important.

In our analysis of teacher behaviors, we were able to factor out four competency areas: behaviors relating to a student-centered orientation; behaviors indicating that the learning process was valued; behaviors demonstrating a need to influence individual behavior; behaviors indicating belief in the power to produce a desired effect in the learner.

When we analyzed the behavior of administrators as they interacted with teachers, we were able to factor out three sets of competencies: responsibility for creating a climate conducive to effective teaching; belief in and knowledge of how to practice participative leadership (participative leaders believe that in order to get the job done they must ensure that the decision is appropriate and that others will identify with the decision and carry it out); possession of a trait called self-efficacy -- a belief that they could influence the outcomes of their own decisions. (For the purposes of this edited version, the original and lengthy discussion of administrative behaviors will be omitted.)

Our effective teachers exhibited a student-centered orientation. Specifically, these individuals had positive expectations. Expectations differ from hope; hope exists with little or no cause for believing, whereas expectations exist on a foundation of reasons which render something possible. This foundation of belief, in effect, governs the behavior of the teacher. She expects to be successful with students. One teacher said: "I think a teacher should encourage students on all occasions and have high expectations for them. I push my students, but I don't pressure them. I try to help them know where they are now and help them understand that they are capable of so much more. Often the bulk of the work for a teacher is to get students to realize that they are competent and that they do have skills so they can feel good about themselves from the start."

Successful teachers in this study were good sales persons. We discovered, in our teachers, a need to sell themselves and their product. Our excellent teachers asked others to come and accept what they had to offer. For example, one teacher said: "I communicate my expectations concretely through course objectives, but I guess I do a lot of, well, selling. I try to sell the students on the idea that they can do it, that

I'm going to accept them where they are, wherever that is." Student-centered teachers demonstrated accurate empathy, projected their personality into the personality of the learner in a precise way in order to understand that person better. People who demonstrate accurate empathy demonstrate this competency through caring and compassion for the learner. For example: "The key is to have compassion and genuinely care about each of my students as human beings. If you can show students you care about them, they're willing to work hard."

Our student-centered teachers demonstrated respect for the individual. "The first and foremost thing is to respect the learner as an individual and to care for him or her. I think the thing that students need the most is to know that you care for them, that you like them and respect them. I try to make my students feel that what they say is worthwhile."

Our excellent teachers valued the learning process. We assign a high value to the worth of something through the extent to which we desire it, consider it useful or important. Under this concept we factored out two different sub-aspects of valuing. First, these individual teachers considered themselves learners. For example, one teacher explained: "When I come into the classroom and think that I have all of the information and that the students are just empty vessels that I am going to pour my knowledge into, it comes out as condescending. I'm constantly learning; I recognize that, and I realize that somebody else in the class may have a better experience to share with everybody than I do. If you give it up to the students, sometimes they may be able to take your information and put it in their own words. Suddenly somebody else in the class will say, 'Oh, now I get it!'" A younger teacher, teaching a mature adult, says that a fifty or sixty-year-old person has seen much more perhaps than he'll ever be able to see and can use that student as his own teacher. "I'm really thrilled to see mature adult students in my classes because they have so much to offer both to me and to the younger students. I had a sixty-five-year-old woman in class for one semester, and she was a joy. This lady contributed so many insights and new perspectives to the class discussions. The kids loved her, and she certainly inspired me to new thoughts."

While examining our notion of self as learner, we also discovered teachers who were willing to take risks in order to model a standard of excellence. "Often I try things that don't work and I feel like a failure, but one of the things I stress in my class is to take a chance. It doesn't matter if you fall flat on your face, but if you don't take a chance you're never going to get anywhere. So I experiment with new ways to teach the subject in class and if it fails I pull up real fast. I think it's important for teachers to be able to make mistakes and to own up to it and for the student to see what's happening. If a teacher can make a mistake then it's all right for a student to make a mistake. I think the biggest mistake a teacher can make is to try to be perfect."

Master teachers who value the learning process also had a high desire to create an adult learning context; that is, they wanted to set their learning in a context in which adults would function well. They tried to knit a fabric that matched the adult's world. In one dimension, this fabric is woven from the strategies the teacher employs. "So many of the things that I do in my class are really activity-oriented, experiential

learning kinds of things, so students participate very naturally. I spend almost a full week at the beginning of each semester getting the students acquainted with one another and do a lot of those icebreaker kinds of things. And then from there we go to working in small groups, in simulated interviews, and in role playing. We do all those things because I think that moves students to the place where they can feel comfortable presenting in front of the group."

Kolb and others have talked about the need to set a developmental context for adults--not developmental education but an environment in which students find it safe to be in the instructor's presence, in the classroom where they get purposeful feedback. Educators speak often about incrementally raising the student's beliefs about his own capability. "I encourage student participation from day one. Participation takes the pressure off a teacher and really makes for a communication environment. On the first day of classes I don't even go into the subject; I just start talking. We spend our first day talking about the students and what their interests are, why they are in the class, the kinds of hopes they might have for the class, anything to get them talking to one another, and to be comfortable with each other. I also participate in this exchange and sharing."

The third set of competencies found to be common in excellent teachers related to the ability to influence learner behavior. Those instructors demonstrating this competency get results without resorting to authority. First, our teachers who had a desire to influence individual behavior sought to discover the individual. "I make it a point to find out about the individual and particular interests of my students. This information helps me bring the students into classroom conversations and gives me the leverage to get my students to accomplish more."

These instructors who have a high desire to influence student behavior also motivate the learners through relevancy. "To bring out the best in my students I think it's important to be interested in them, to know them as individuals, to find out what things they're interested in, uncomfortable with, or perhaps things that they are good at. If you address yourself to these interests in the course, the student often responds by out-doing himself. Motivation is about 99 percent of teaching."

When instructors attempt to motivate students, they must know their students' goals and be a partner in seeking the achievement of those goals by helping students discover and choose the correct path. Our influential teachers knew how to link the learner's path to the learner's goal. These professionals sought ways to understand the learner. "I had a student who was a security guard. He took my literature class because he only needed a few more credits of English to get his nursing degree. He kept complaining that he didn't see how reading all those stories was going to help him in his job as a nurse. So I told him that they might open his eyes to some things that he may not have thought about before. Maybe by relating these experiences these characters have gone through to our own lives we can understand people a little better. By the way, he never missed a class after that."

Students who are moving toward a goal must have feedback about where they are on the path leading to that goal. These competencies relate to lighting the path and putting the white stripe down the middle of the road.

A path-lighter said: "I've begun something new this year that I've never done before; I tape my comments to my students. They each bring me a blank tape, and I comment on the tape to them about their papers. I feel that this helps because they can hear me talking to them in a more positive way. Sometimes the comments on the side of the paper are so cold. And the written word sometimes just doesn't come across like the voice."

Teachers who desire to influence others gain satisfaction through the success of their learners. "One time a student came back to me after transferring to another institution and told me that my method of teaching outlining and the good old expository theme had helped her. It had not only helped her, but it helped her teach some other students she knew who had not had this background."

Our last set of competencies for effective teachers centers around the notion of self-efficacy--the belief in one's power to make wishes and desires come true, to be successful. When the efficacious professionals fail, they often modify the path or the goal and try again. These special people are identified by the following set of sub-behaviors:

1. Self-discovery
2. Commitment to teaching process
3. Willingness to continue even in the face of unsuccessful experiences

In summary, our successful teachers possessed student-centered orientation, valued the learning process, sought to influence individual behavior, and had strong beliefs in their ability to effect outcomes. The voices we heard stand like beacons in the pursuit of new models of professional development. We discovered that excellence is difficult to define. Some concepts are larger than others. Some concepts are metaphysical. Excellence is a concept that is essentially invulnerable. It carries with it the prestige of the infinite. It is a goal worth pursuing.

In the final analysis, we need sharply defined purpose. Perhaps these summary statements catch its essence. On commitment: "I love my job. Administration is one of the most challenging things I could be doing. Right now this is one of the hardest and most frustrating jobs in a college. And yet it is also one of the most rewarding. At this particular stage in my career I can't think of anything I would rather do." On excitement: "I'm excited about my subject and I can't wait to share it with other people. That's why I'm in teaching to begin with." On priorities: "Teaching is the best thing I do." On humor: "People with a sense of humor generally are good at what they do." "I think it's important to have a sense of humor, the kind of humor that's spontaneous and comes out of the moment. Humor also relaxes people; and when their defenses are down, they are more receptive to learning." On reflection: "I reflect my institution and my institution reflects me. I am part of a whole." And finally, on the metaphysical: "I am my college."

Excellence for Students

John E. Roueche

My topic is excellence for students, and I can't think of any other reason that would bring us to this Conference unless that were the focus and the target of whatever excellence we might represent or epitomize in the classroom. The ultimate winner or loser in our struggle for excellence is our student when we're teaching, or our child when we're parenting.

Somebody accosted me yesterday afternoon (I tried to think of a more gentle word to describe the event) and said, "You know, I've been following your writings for years and years and years; I've got an early copy of A Modest Proposal: Students Can Learn that you wrote 12 years ago, and you've kind of championed open access and equality of opportunity in America. I've heard you recently talk about tough placement and tough assessment; are you getting conservative?" I said, "I don't know, but I remember some things I wrote myself. I remember very well an article I wrote more than fifteen years ago in which I addressed these issues." I quote from the article, "Open Door College or Open Door Curriculum," published in the Community College Journal, February, 1968.

> There is nothing wrong with the concept of an open door policy in an American college. In a democracy, the goal is to educate each citizen to the highest level of his potential. Education is now a matter of national necessity. Individual resources are the nation's greatest reservoir in the continuing process of national development. This, however, is not the issue. By law, community colleges must admit high school graduates and adults, but this must not imply that all students should be admitted on entrance to all programs. The community college has an obligation to place students in programs in which the student has a reasonable chance of success, and conversely, to keep students out of programs in which they will likely fail.

Well, there has been some reaction at this conference about educational conservatism, and I feel some need to respond. We don't need much genius to recognize that there is a problem in American education. I have collected sample magazine and newspaper articles for the last four weeks. Newsweek recently had a cover article entitled "Saving our Schools." Another recent US News and World Report carried the cover story, "What's Wrong with Our Teachers?" Both document that the quality of individuals entering American education today is the lowest it's ever been in the history of this nation, and the reason has been the exit of talented and gifted and committed women from the field of education. They are enrolling now in business, in law, in pre-medicine, and in engineering. Society has lost a reservoir that likely will never be present again. Somehow we are going to have to begin anew to recruit persons who not only have talents and gifts for teaching, but commitment as well. Commitment is much greater than talent or ability. So I am not going to rehash the problem. In fact, it takes little talent to recognize the problem; lots of people can do that.

The real talent lies in what one does about a problem once he recognizes it. I told someone this morning: "You know, I don't have anything new to say

this year; in fact, I'm not sure I had anything new to say last year because I don't think we've improved very much upon the teaching and learning process, nor upon the understanding of what is truly involved in teaching and learning since the days of Socrates--who observed that to teach is to ask. The only thing I've added to what Socrates discovered was to put one 't' into his definition. My definition is 'to teach is to task.'" That's not new! Everyone of you here knows that the research on parent expectations indicates that they are the most powerful set of predictors of a young person's eventual success. If you have read Rosenthal and Jacobsen's study, Pygmalion in the Classroom, you know that the single most important predictor of student success in the classroom is the expectation of the teacher; and if teachers believe they have talented and gifted students, they behave in ways that bring out the talents and the gifts of those students. There is probably nothing worse for a parent or a teacher than to have low expectations of her children or her students. If you don't expect, indeed demand, a lot from workers, from teachers in the classroom, mediocrity will be the result.

That is not new information to any of you. From our recent literacy studies here at the University of Texas (results of one related study will be released in a new book in the fall of 1983), we are finding that teachers in community colleges (not you guys, but your colleagues) are engaged in the same mundane, low-level, unimaginative, regurgitative teaching, by and large, that is today commonplace in American public schools.

Let me share some findings with you from those studies. We find, for example, that writing is almost non-existent in American community colleges, that students are not being asked to do any more writing in community college classes than they were asked or required to do in high school. We find that the average high school graduate is writing two or three papers in his four years of high school. Folks, the only way for someone to learn to write or to think with the language, or to explicate with the language, is by writing. You learn to write by writing. We've got a tremendous problem here. Many times English teachers will not write for their students; critics of English teachers say they do not write for their students because they cannot write very well themselves. I am delighted to have learned this week from so many of your colleges about efforts to get writing required in all courses across your college curriculum. That is a powerful step in the right direction. It means more work for students; it means more work for teachers. That is what teaching is--making assignments, collecting the assignments, reading them carefully, so that when students get their papers returned there is no doubt in anybody's mind that every word and every thought was carefully heard, read, understood and responded to by the instructor. That's the kind of work I am talking about, and that's hard work. But that's how you do it--by tasking.

Nobody in this room has any idea about the true capacity of any other human being you might ever meet. Mr. Perot and I were talking about this during the drive to and from the airport. He mentioned that when he first began EDS (which now employs 14,000 people but was started twenty years ago with $1000 and his mom and his sister as his only employees), he wanted to get the best minds, the most creative people to work for him. He'd read a lot about creativity. So Perot believed that getting people with great talent and great ability, people growing up in supportive environments, and so forth, was the obvious strategy to follow at EDS. Early on, he recruited heavily at all the Ivy League schools because he knew how selective they were, that they took only the most

academically gifted and talented--those from great privilege, from nurturing environments and the like. After a few years he concluded that he was wrong, and he hasn't hired anyone from an Ivy League school in the past thirteen years and doesn't plan to do so in the future. He agreed that these graduates look great, possess high intelligence levels, and present excellent GPAs. However, over time he had witnessed that out of any new year's group of EDS recruits it would be some youngster out of Wichita State University or Emporia State University, middle America, who would be out-producing and out-hustling all of the others. He would be leading the pack, exceeding all expectations. What he learned was that people who were born into great privilege tend to expect great privilege throughout life. Mr. Perot was looking for movers and shakers and dreamers and people who didn't know they couldn't do anything. He was looking for individuals who sought the opportunity to work for excellence and privilege. This story contradicts many of our beliefs about nurturing and about the kind of human support that all of us cherish and try to provide, both as parents and as teachers.

You've got to expect a lot, demand a lot, insist upon a lot, or you are likely never to be very successful, in parenting or in teaching. Those standards have to be clear; and, folks, that's not conservative. That is an absolutely essential, time-honored value. If you don't insist upon quality, you will surely achieve mediocrity.

A teacher told me a few weeks ago: "I can't give homework here." I said, "Do you have a college policy here against homework? What's the problem?" She said, "My students work." I responded, "I don't understand the problem." She said, "Well, they don't have time to do homework." I asked her, "How are they going to learn? How are they ever going to learn?" Every one of you here can answer my question correctly. You may not use the language I will, but you know that the only variable that researchers, in 200 years of studying teaching and learning, have ferreted out that is absolutely related to achievement is time on task--practice, practice, practice. The only variable that is guaranteed to lead a student to skill development, learning, achievement is time on task.

An Austin newspaper carried a story this last Wednesday about a young man, a basketball player, who graduated with a baccalaureate degree from a major university only to discover that he was illiterate; he possessed a C+ college GPA, but he was still illiterate. He observed that no one in the university had asked him to write anything! He was told: "Just go to class, don't miss class, and you'll get through." He got through with a college degree. This week he graduated from high school, and he can now read and write. This time he has some coping skills which will give him a chance at success in this society. I can think of no more irresponsible act in our profession than not to demand and expect and hold out for the very best for each of our students. We simply do not know what they are capable of achieving.

Do you know that Einstein was sent home in the 7th grade with a note pinned to his collar by the teacher saying that he did not have mathematical aptitude and that he was a slow learner? Let me share another story about someone in community college education. Probably every one in this room who knows about community college teaching has heard his name. He is a distinguished Professor of Higher Education at a major university and one of the best thinkers in our field. He flunked out of another major university as a 16-year-old freshman. An all-knowing counselor brought him into her office and explained that he probably wasn't college material and that he ought to go and learn a good trade

somewhere. He did! He completed brick-laying school and learned to lay brick. Two years later he bought a pick-up truck; a year later he hired a helper and formed his own company. When I met him years later in graduate school, he was financially secure. As we say in Texas, "He laid brick real good." He was a community leader, had won numerous architectural design awards in his state, and then went back to his undergraduate university. He said, "I am 30 years old; and while I was not successful here at sixteen, I have been in the service, have established my own company, and am today a successful business person." They said they would reluctantly readmit him on scholastic probation. He graduated from the university without honors, even though his undergraduate record consisted of straight A's, because averaged into the A's were the five F's he made at age 16.

We talk about playing God. Nobody can look into the eyes of another person and recognize true talent, ability and motivation. Even though I am an expert in phrenology, it is even tough for me in examining an individual head to know for sure whether or not a person is truly talented or gifted. Continue to hold high expectations!

Alfred North Whitehead may not have coined the term "soul", but he coined the phrase "soul murder." He defined "soul murder" as the deliberate short-changing and cheating of students in the learning process. I can think of nothing more despicable than lowering expectations or watering down courses because the person who will be most hurt in the process is the student. Demand a lot, expect a lot, insist upon a lot, and you are likely to be very successful.

The first part of the equation is structure, demanding, tasking; the second part is nurturing and supporting--behaving as if you are there to help students achieve the objectives you set for them. I've looked back at my life in terms of early influences. My parents both worked for a living; they never attended college; and I went to public school with a lot of other children whose parents worked for a living and hadn't attended college. But when I went to the first grade, Mrs. Turner--who was the principal of the school and our first grade teacher--came in and pointed to the alphabet on the board and said, "Do any of you know what this is?" And I responded that I did. I rattled through the alphabet, and she asked where I learned it. I had never heard the word "learning" as such, and I thought back on it. My grandfather, my step-grandfather, in fact, had a serious heart attack when I was four years old, and it incapacitated him for the rest of his life. He had a lot of time on his hands, and he spent most of that time with me. He lived next door, and I had the opportunity to learn a lot from him. For example, my grandfather's physician prescribed goat's milk for him because of his heart condition, so I learned to milk goats at a very early age; I also learned quickly that I didn't very much want to milk goats for the rest of my life. Goats had a lot of good qualities, but they also had some things about them that I didn't much like. There were other learnings with my grandfather. I remember every morning running up to his house for breakfast and his reading the morning comics to me. That's where I learned about Flash Gordon, Dick Tracy and all those other wonderful characters. Soon I was eager to ask my grandfather what those symbols meant. He told me they were "words," and pretty soon I was asking him how to pronounce them. By the time I went to public school, I could read. I learned that teachers loved kids who could read and write, especially when the student first enters school. I got into school plays early in life; drama followed.

Any time there was a spelling bee, I was the first one nominated, and so on. It turned out I was an average athlete, so I got along with my peers.

The advantage I had was not with well-educated parents but with a grandfather, who probably didn't even know what he was doing for me because he wasn't tasking his grandson, he wasn't demanding anything of me, he wasn't concerned about quality and excellence. He had a lot of free time, and he really enjoyed spending his time with me. That was the only advantage I had--a grandfather who loved me, cared for me, encouraged me, and spent time with me. He was a college graduate, and my earliest memories are of my grandfather telling me that someday I was going to attend Georgia Tech. His fondest dream was for me to be an architect and attend his alma mater. Well, I didn't go to Georgia Tech, but I did go to college. Those human support systems stay with us all of our lives.

The teacher who challenged me to strive and to seek my best still teaches at Mitchell Community College. His name is Louis Brown, and I'll forever be indebted to him. He was, in all honesty, probably not the most effective and stimulating teacher in the classroom. He was not imaginative in his instructional strategies. However, Louis Brown was the only teacher in my college experience that introduced me the first day I entered his classroom door. He said to the class, "I would like for all of you to meet John Roueche." Louis Brown stood in the middle of his class, walked around the room, and introduced everyone of us in that class to everybody else. He knew what high schools we had attended, what our extra-curricular activities had been, and the like. We were unbelieving that a college teacher would have made that kind of preparation and effort and would have had the forethought to do so. Louis Brown was the only teacher in all of my educational experience who called me at my home. The occasion of his calling was the night the little mill where I was working announced its closing. It was a tough recession in 1957, and the mill failed. I returned home that afternoon, thinking to myself, "How in the world am I ever going to stay in college?" I went down to see a National Guard recruiter; at least I might earn enough money to stay in school. Louis Brown called me that afternoon. "John, I just heard that Empire Mills closed this afternoon. I know you are probably going to need some part time work until you find another job. I'm building a wall in my back yard around our creek. Do you know anything about mud? Would you like a part time job until you can find another?" Louis Brown so loved and cared for all of his students, not just me, but all of them, that we forgave his unremarkable teaching, and many of us went on to major in history. We loved Louis Brown!

The power we have with other people is absolutely incredible. We have talked a lot here about modeling and about the ability to do what you talk about and to practice what you preach. Dr. John Weber, Dean at Central Oregon Community College, wrote an article entitled "Bringing Them Back--By Phone" for one of our Innovation Abstracts (April, 1981). I had been at his college a few years earlier and told his faculty about a little community college up in northeastern Pennsylvania, Luzerne County Community College, where I had discovered the highest retention rate ever in a community college remedial program. I reported that eighty to ninety percent of the students who were assigned and placed in Luzerne's remedial programs completed the school year with dramatic average increases in reading ability--three grade levels, in most cases. These were high risk students, and the great majority of them were succeeding in college. Ninety percent of the freshmen at the University of

Texas don't succeed! They don't at most American universities! So Luzerne had high student retention accompanied by high achievement. The only thing I could find different at Luzerne County Community College was that the faculty somehow discovered that if they "intervened" in the decision process of youngsters and adults in the college, they could help shape better (more responsible) student behaviors. Specifically, faculty were calling absent students, in all cases; in other cases, they were visiting students at home the first time they missed a class. College faculty members were getting into their automobiles in rural, northeastern Pennsylvania and driving out into the old abandoned coal fields and saying to their students, "We missed you today! Sorry you weren't here today. Here's your assignment for Friday. What time will you be there on Friday?" An unbelievably powerful intervention. So I reported this practice at Central Oregon Community College. Thomas could not have been more doubting of the results than many of the faculty were. Several faculty stood up and said that sounded like Mickey Mouse stuff. "They are adults, aren't they?" they continued. I asked them if they would be willing to try the "calling" strategy for a semester or even an entire school year. Would they be willing to pick up a telephone and call an absent student? A few were reluctant, but eventually almost all the faculty of Central Oregon Community College agreed to the experiment. In 1981, Dean Weber reported in Innovation Abstracts that Central Oregon Community College increased freshman to sophomore retention by 222 percent the first year. The first year!

If you care about people, your behavior reflects it. Caring isn't something you carry around in your heart; caring is not talking. Talking is easy; caring is what you do, how you live, to convey to people that they are important and that you care about them.

What I learned at a very tender age was that teaching is never a matter of how right the teacher is, never a matter of how bright the teacher is. Teaching doesn't depend on how good your grades were when you were in college. Teaching has nothing to do with your GRE scores, your SAT scores, or how many books you write, or how many articles you put into print, or how many speeches you make. The genius in teaching is in our abilities to excite students to want to learn what we have to teach. Expect a lot, demand a lot, and then help them achieve.

Report of the Advisory Committee 1983

The theme selected for the 1983 Institute on Staff Development was "Celebrating Teaching Excellence." It is appropriate to devote time and energy to recognizing excellence and to highlighting effective activities occurring in post secndary education today, especially in light of the recent report on the present sad state of education in our nation.

The goal of the conference was to utilize a collaborative approach with teaching professionals, development specialists and national experts (1) to increase awareness of the skills necessary to bring about effective changes in an organization which result in improved teaching; (2) to pay tribute to those who have been recognized by their colleges as outstanding teachers; and (3) to promote and celebrate teaching excellence, emphasizing its impact on the worlds of education and work.

The Advisory Committee was to identify the trends and sub-themes of the 1983 Conference and to summarize those themes, capturing the spirit and energy of the participants of the conference. Committee members attended both general and concurrent sessions, discussed sessions with participants, noted participant reactions to the sessions, and met periodically as a group to share and discuss findings.

The Advisory Committee reported its observations to the participants during the final general session of the conference. Four general theme categories emerged from the activities: 1) curriculum revisions, occurring as a result of technical, social, and economic changes in our society; 2) the diversity of the learner, acknowledging the variation in the skills and abilities of learners who come to the community college without closing the "open door"; 3) the teaching workplace, assessing the environment in which the instructor, students and administrators interact to produce learning; 4) teaching strategies, addressing the techniques and the methods so aptly demonstrated during the progress of the conference.

Curriculum Revisions

Curriculum in the educational enterprise is presently under intense scrutiny. Ross Perot, in the opening session of the conference, drew the challenge affirming that education in the United States is in a world-wide competition to prepare its clients for work in a highly competitive world-wide economic setting. He advised that the curriculum be strengthened, particularly in the areas of electronics, chemistry, physics, and engineering. He maintained that students need to realize that learning is not always fun, but is often hard work, even drudgery, and that it is the application of knowledge that is generally enjoyable. Four sub-themes emerged within this theme: 1) the necessity to teach students the learning process; 2) the trend to substitute programs rather than adding them; 3) the development of contracts for instruction with business and industry; 4) a concern about an overemphasis on competition in the classroom.

It is imperative to teach students how to learn as knowledge is expanding at such a rate that it is not possible to teach all there is to know about any given topic. Morris Keeton, in the second general presentation, developed the idea that good teaching will raise the belief of the learner in his or her own capabilities, engage the learner actively in trying his own wings, point to methods which the learner can apply to

tasks of learning, and bring early and repeated rewards of success. Dr. Keeton further defined three hypotheses which he suggested can increase the joy and productivity of learning:

1. Combining learner autonomy, clear learning goals, and flexibility of working arrangements can enhance the amount and depth of learning.

2. Teaching can be improved if students are exposed in depth to diverse environments, peer groups, and types of teachers while tackling significant tasks in work or learning.

3. The most productive teaching will combine direct experience of the realities being studied, simulation of significant tasks of choice and action, and exposure to conflicting theories explaining available data and experience about these realities.

Larry Victor, in "Forward to the Basics: Learners for Quality Education," discussed the skills necessary to develop both students and teachers into assertive, exploratory learners.

Kenneth Willis, in his "Writing Across the Curriculum: A Biographical Writing Process," presented a process by which students write about themselves in order to develop writing skills in the hesitant writer. He discovered that this approach increases motivation. Lee Hisle, in "Faculty and Library Cooperation: Bibliographic Instruction as a Means to Improve Learning," stressed the integration of the library into the course as a laboratory which teaches "life long" research skills. John Kupersmith's discussion of library assignments emphasized a coherent learning experience through the teaching of appropriate research skills.

Community colleges have begun to evaluate old priorities and establish new ones as they create programs in the current economic environment. Substitution of programs rather than additions to the curriculum will be the practice as resources diminish. The difficult question,(raised by Bernie Luskin), "What needs to change and what needs to stay the same in the midst of this fickle and frustrating national mood?" is being addressed by many colleges. Ed Biggerstaff, Roger Worsley, and Ron Smith of Anchorage Community College attempted to answer the question by developing a process of a formalized program review to identify instructional and staff development programs.

A close relationship between the community college and industry has progressed well beyond the development and experimental stages into full scale implementation. Dorothy McNutt, in "Growing Toward a New Definition of Excellence in Cooperative Education," examined the benefits of improving off campus relationships with business and industry. Donald Lynch described unique relationships between a college and the mining industry--Rend Lake College's offer of classes at non-traditional hours in company facilities as a response to the needs of the industry in a program entitled "Around the Clock Teaching." Sherry Burke and Connie Winner discussed an approach to delivering programs to business and industry by creating an image of flexibility. William Dill described the unique relationship between Rend Lake College and Inland Steel Coal Company which allows potential employees to enroll in an intensive program at the college while receiving financial assistance from the company.

In several sessions, participants expressed the concern that current pressures upon post-secondary education would place an overemphasis upon competition in the classroom. This pressure might, then, in turn, most

affect the "high risk" learners who are in need of developmental supports and who have often selected the community college because they perceive the chances of success are greater. The majority of participants expressed the desire that community colleges continue to provide a supportive atmosphere.

Diversity of Learners

Community colleges are faced with serving a body of learners who have widely diverse aptitudes and interests. It is clear that improved assessment tools utilized to diagnose the learner's deficiency in academic skills are needed to better serve the diversity. Camille Hazeur described a comprehensive approach to increasing learner success by evaluating non-cognitive factors as well as test scores to predict a student's probable level of success. Claire Weinstein, in "Learning Strategies: The How of Learning," described a course in which students assess learning strengths deficiencies and develop new learning skills and strategies necessary to successful in the learning environment.

Judith Eaton described the necessity for directive and prescriptive advisement based upon expanded assessment in "Agenda For Excellence." Other items on her agenda, which addressed the challenge of dealing with student diversity, included additional commitments to counseling, (especially guidance of an intrusive nature), a need to strengthen developmental education, and the establishment of enrichment and expansion programs for talented students.

Elaine Duncan, in "Dealing with Diversity," discussed a teaching approach which emphasizes a variety of approaches that build upon the diversity in her students in order to facilitate learning and enhance self image. "Hurray for Diversity," by Janice Smith, highlighted the concept of "making diversity work" by utilizing the uniqueness of the different learners in the classroom to learn about humanity.

The Teaching Workplace

Teachers teach because they enjoy and obtain rewards from the hard work of teaching. Instructors find particular satisfaction in the growth they observe in their students. The Advisory Committee heard presenters acknowledge their own rewards gleaned through the success of their students: "I like to work with students"; "I like feedback from my students and colleagues"; "I enjoy helping my students learn"; "Interaction with my students is intellectually stimulating."

George Baker, in the fifth general session, "Pathways to Excellence: Thinking and Believing," emphasized the necessity that teachers love the learning process. In describing competencies which successful teachers possess, he pointed out that highly successful teachers value the learning process and consider themselves to be learners. Thus, they commit themselves to the learning process and seek ways to improve their performance.

Conference participants shared the notion that teachers must provide the instructional leadership within their institutions. The committee dubbed this notion "circle the wagons." The message was clear: teachers perceive that the best resource for faculty development and improvement is the faculty! Mary Sue Koeppel and Betsy Griffey described a "Master Teacher Network" with activities designed around four distinct needs: 1)

promoting teaching effectiveness; 2) solving instructional problems; 3) encouraging self renewal; 4) providing recertification. In this networking system, teachers themselves provide leadership which is congruent with William Moore's premise that teachers must provide instructional leadership in their institutions. It is apparent that teachers need other teachers in order to develop professionally; networking may provide that vehicle.

Mentoring is another approach to staff development--utilizing resources available within the faculty. Patricia Brams, Daniel Sell and Steve Kinslow examined the mentoring process and the collaborative relationships, roles and responsibilities. They described the organizational benefits: more efficient orientations, smoother operation and development of a stable, trained work force available to move up in the organization.

Concern about institutional and communication gaps between administrators and teachers emerged in several presentations. Judith Eaton noted that administrators often make it difficult for teachers to do their jobs. She stressed the importance of dialogue between instructors and administrators to the mission of the organization and to outstanding faculty performance.

Throughout the sessions it was evident that teachers have a high degree of credibility with each other as instructional leaders. Unfortunately, administrators are sometimes viewed as obstructions to the development of good instruction; instructors rely on their own for effective help and support. Administrators were advised to build upon the helping relationship among colleagues in order to implement truly effective staff development programs.

Teaching Strategies

Undercurrent concerns discussed by participants at the Conference were fears of a revolutionary swing toward conservatism. Such questions as these were heard: "Are we losing the sight of our mission?" "Are community colleges changing philosophy?" We also heard that diversity is being met by innovative teaching which piques students' interest.

A significant contribution to this conference was the emphasis on the availability and application of new teaching tools. Bernie Luskin provided an opportunity to examine myths and realities surrounding the telecommunications dilemma, theories on development and procedures for maximizing production time and minimizing friction in videotape production. Charles Sullivan demonstrated the use of videotape and slides in making American history live in the classroom. Trula Myers Gorrie's videotaped instruction in nursing labs provided a vehicle whereby open labs can assist students in practicing required skills before moving to the clinical area. Alma Wyant and Carol Yamashita illustrated a self-paced, open entry, open exit, competency-based typing system which uses videotapes for curriculum presentation. Madeleine Wright described techniques using buzz groups, case studies, and demonstrations.

Linda Gibbons described a computerized tutorial program designed for use in conjunction with a traditional lecture class in general psychology. Lessons presented basic information in small segments, followed by questions requiring students' interaction. Other instructional uses of the computer, such as problem-solving, drill and practice simulation, and

testing were discussed.

Randall Ackley discussed the need to "exploit" technology in order to reach a population scattered over a million square miles of Alaskan land.

Roz Reich and Deborah Rosen proved that traditional teaching methods need not be dull and humorless but can be interesting and lively, that instructors can help students develop a good learning attitude through the use of humor.

The 1983 Conference supplied participants with strong evidence that unique, innovative teaching with substance is alive and well. As general session speakers and teaching presentations alike demonstrated, the teacher is the key to effective learning.

Frank Crookes, Committee Chair
Martha Efurd
Ione Elioff
Richard Miller
William Shawl

"A Moral and Democratic Approach to Instruction"
ABSTRACT OF TEACHING INNOVATION: Various theories on development, the need to "exploit" technology in order to reach a population scattered over a million square miles of Alaskan land, and the need to find an acceptable philosophical goal of American education have influenced the development of seminars and courses taught to highly unique populations in unique settings.
Randall Ackley, University of Alaska - Juneau AK

"Affective/Cognitive Learning Through Group Process"
ABSTRACT OF TEACHING INNOVATION: Use of group process to facilitate cooperative learning and to increase self-awareness about leadership styles and personal attitudes helps students avoid polarizing into ethnic groups. Students are required to "problem solve" in clinical situations designed to help them explore biases and values.
Felicitas Alfaro, El Centro College, TX

"Administrative Leadership Strategies in Support of Great Teaching"
ABSTRACT OF COLLABORATION: Specific leadership strategies can be applied to support teaching excellence. Among them are an appropriate philosophy statement, a governance structure which allows implementation of the philosophy, a formal process of program review, and staff development strategies.
Ed Biggerstaff/Roger Worsley/Ron Smith, Anchorage Community College, AK

"Putting the Individual Back into Individual Instruction"
ABSTRACT OF TEACHING INNOVATION: Too many instructors misuse individualized instruction by isolating students and machinery from interaction with instructors. This session explains non-traditional procedures that must be performed without losing their personal touch if individualized instruction is to become a reality. Among them are methodology and facility management.
Patsy Blankenship, North Lake Community College, TX

"Winning the Battle with Burn-Out"
ABSTRACT OF TEACHING INNOVATION: Based on practical experience, this session discusses the qualities and abilities of a good teacher. Specific techniques are offered on how to handle change; disappointment; boredom; a repetition of material; rapport with students, colleagues, and administrators; and diminishing physical durability.
Edward Bloomfield, Cerritos College, CA

"Have You Had a Mentor Lately?: Interpersonal Collaboration for Faculty"
ABSTRACT OF COLLABORATION: Learn how to select or become a mentor or sponsor to enhance your professional performance and growth and the productivity of your college. Examine various kinds of collaborative relationships and the responsibilities, benefits, and risks in mentor, apprentice, sponsor, and protege roles.
Patricia Brams/Daniel Sell, Houston Community College, TX/Steve Kinslow, Austin Community College, TX

"Faculty Growth and Incentives through Linkage with Industrial Training"
ABSTRACT OF COLLABORATION: Colleges today must look toward new resources for providing faculty incentives for professional growth. Industrial training programs can provide new challenges for veteran faculty while revenue from these programs is funneled back to the individual professional and the instructional department.
Sherry Burke, Connie Winner, Delaware Technical and Community College, DE

"A Fresh Look at Leadership"
ABSTRACT OF COLLABORATION: In recently-conducted research, definite behavioral competencies for leaders were found to relate to successful developmental education programs. Behavioral profiles of presidents, deans, and program directors are shared and analyzed.
Lynn Burnham, NISOD, University of Texas, TX

"Instructional Uses of the Computer"
ABSTRACT OF TEACHING INNOVATION: Five areas of use of instructional computation on the Apple microcomputer are discussed and demonstrated. The five areas include problem solving, drill and practice, simulation, testing, and tutorial. A short BASIC program will also be discussed. Participants will have the opportunity for hands-on with a microcomputer.
George Culp, University of Texas, TX

"Linkages Between Industry and Education for Industrial Training"
ABSTRACT OF COLLABORATION: A unique linkage between Rend Lake College and Inland Steel Coal Company has helped many people receive technical training for work in the mining industry. The specific scholarship program allowed potential company employees to enroll in an intensive nine-month program at the college and receive a monthly stipend and tuition/fees from the company.
William Dill, Rend Lake College, IL

"Research Can Have a Positive Effect on the Nursing Curriculum"
ABSTRACT OF TEACHING INNOVATION: Results of a study indicated that three major educational variables make a difference in predicting nursing student success in passing the State Board Test Pool Examination (SBTPE). As a result, the formal state board review course was modified in this school of nursing to a two-day process-oriented course emphasizing test-taking strategies, relaxation exercises, and study guidelines.
Mary Duffy, School of Nursing, University of Texas, TX

"Learning at Home: An External Studies Program"
ABSTRACT OF TEACHING INNOVATION: In this session, participants examine courses offered by the communications department in a successful extended studies program. Designed for those who must attend classes on an irregular basis, the program enrolls over 500 students per term; two part-time instructors manage the program.
Shirley Dunbar, Bunker Hill Commuity College

"Dealing with Diversity"
ABSTRACT OF TEACHING INNOVATION: Dealing with diverse ages, experiences, cultures, races, and languages is a considerable challenge to the commuter college teacher. Learn a variety of approaches that makes possible the integration and expansion of experiences and the improvement of self-image.
Elaine Duncan, Mississippi Gulf Coast Junior College, MS

"Faculty Development for Part-Timers"
ABSTRACT OF COLLABORATION: This session shares results of a three-year FIPSE faculty development project for part-timers. Content includes an overview of a model for non-campus colleges and discussion of part-time/full-time ratio, quality of instruction, and instructors from the world of work versus the liberal arts.
Ione Elioff, Vista College, CA

"Informational and Performance Skills in Technical Training"
ABSTRACT OF COLLABORATION: Students exposed to informational and performance teaching techniques experience better acquisition of technical skills. The process involves students in a sequence of classroom informational theory. Practice on working and non-working models lets students retain both information theory and performance skills.
Pilar Flores, Del Mar Community College, TX

"The Automated Model Office as a Learning Experience"
ABSTRACT OF TEACHING INNOVATION: In a setting that incorporates as many work experiences as possible, students in an actual in-house automated model office learn to be accountable to themselves, to each other, and to faculty. The setting incorporates the functions of office manager, corresponding secretary, and administrative secretary.
Evanelle Geldof, Delaware Technical and Community College-Terry Campus, DE

"Development of a Computer Assisted Instruction Program"
ABSTRACT OF TEACHING INNOVATION: Tutorial programs discussed in this session are designed for use with a traditional lecture class in general psychology. Made for an Apple II Plus with 48K memory, the tutorials are programmed in the Apple Pilot language. Lessons present basic information in small segments followed by questions requiring student interaction to provide reinforcement and feedback on important concepts.
Linda Gibbons, Westark Community College, AR

"Nothing Succeeds Like Success"
ABSTRACT OF TEACHING INNOVATION: Based on the premise that students want to learn if they are taught how to learn, this session explains how students can be taught to use both brain hemispheres efficiently. Techniques include interpersonal games, values clarification, goal-setting, self-evaluation, communication, stress reduction, and positive visualization.
Max Gillaspy, San Antonio College, TX

"Enlivening the Humanities for Career-Oriented Students"
ABSTRACT OF TEACHING INNOVATION: Learn about three courses that were developed to focus on specific categories of art on public view in a metropolitan area: the skyscraper, art as a form of public protest, and public sculpture. In each course, socio-economic influences and aesthetic concerns are considered with the viewpoint of the part-time career student in mind.
Michael Gong, Triton College, IL

"Student Interaction in the Arts of the Community"
ABSTRACT OF TEACHING INNOVATION: This session demonstrates how use of a critical debate process which structures verbal exercise can involve individual students in a classroom setting. The process provides the need for activity within the community as well as the opportunity to evaluate performing arts.
Ann Gooch, Florida Junior College, FL

"The Eastfield Professional Development Program"
ABSTRACT OF COLLABORATION: In a 20-minute, professionally-developed color videotape, segments of one college's comprehensive professional development program are examined. The presenter expands facets of the total program, which include recruiting/retention, media, and writing across the curriculum.
Lee Graupman, Eastfield College, TX

"Student Facilitators in Large Lecture Nursing Classes"
ABSTRACT OF TEACHING INNOVATION: This session explains how time in large lecture nursing classes can be structured to allow for small group sessions on a regular basis. This structure holds all students accountable for lecture content yet allows students to meet their specific objectives.
Joanne Haskins, Rio Hondo College, CA

"Using Non-Cognitive Predictors to Ensure ACCESS"
ABSTRACT OF TEACHING INNOVATION: ACTs, SATs, and GPAs tell only part of the story in predicting success in college. Research indicates that other variables such as long range goals and realistic self-appraisal also help predict success. Learn how one institution used these variables to develop ACCESS, a holistic program designed to increase retention among high-risk students.
Camille Hazeur, St. Mary's Dominican College, LA

"A Practical Methodology for the Development of Competency-Based Programs"
ABSTRACT OF COLLABORATION: This presentation focuses on the ABC's of competency-based programming. Successful program outcomes depend on practical methodology that involves collaborative research, programming, and writing among willing team members. Consistency and uniformity of approach are key elements.
Regina Henderson, Houston Community College System, TX

"The Urban Community College"
ABSTRACT OF COLLABORATION: Large numbers of urban residents are inadequately served by higher education. This session focuses on the special mission of the urban community college and its educational programs designed to accomplish that mission. A framework for developing salient aspects and characteristics of this college will be developed and recommendations offered.
Bart Herrscher, University of Houston, TX

"Faculty and Library Cooperation: Bibliographic Instruction as a Means to Improve Learning
ABSTRACT OF COLLABORATION: Students are motivated toward a broader understanding of the complexities of a discipline through a program of bibliographic instruction cooperatively developed by librarians and teaching faculty. Students gain confidence in their ability to complete college-level assignments as they learn more about their subject.
Lee Hisle/Stefan Haag, Austin Community College, TX

"An International Dimension in College Teaching"
ABSTRACT OF TEACHING INNOVATION: Once professors have made a commitment to add an international dimension to their courses, how should they follow through? Concentrating on areas such as writing and speech, this presentation analyzes how an international dimension can be achieved using no new texts or syllabi.
Gloria Johnson, Broward Community College, FL

"Reading, Writing, & Retention: The Three R's"
ABSTRACT OF TEACHING INNOVATION: This presentation explains a professionally-staffed, non-credit reading/writing center designed to enhance students' reading, writing, speaking, listening, and other learning skills. In this center, students use textbooks, commercial audio-cassettes, a multi-media reading program, computer hardware and software, teacher-designed learning packets, and teacher-produced videotapes and pamphlets.
Connie Katasse, Anchorage Community College, AK

"Promoting Great Teaching: A Master Teacher Network"
ABSTRACT OF TEACHING INNOVATION: This network for Master Teachers examines activities that can be generated in multi-campus, two-year colleges or statewide higher education systems to identify and solve instructional problems, improve teacher effectiveness, and provide self-renewal experiences for the veteran teacher.
Mary Sue Koeppel/Betsy Griffey, Florida Junior College, FL

"The Missing Link: Library Assignments that Teach Research Skills"
ABSTRACT OF TEACHING INNOVATION: This presentation explores common counterproductive library assignments (the scavenger hunt, the mob scene). Alternative assignment models are presented that emphasize a coherent learning experience for the student through the teaching of appropriate research strategies and techniques. The presentation also offers practical suggestions for working with librarians as assignment co-designers.
John Kupersmith, Assistant for Public Services Programs, University of Texas, TX

"The Telecommunications Dilemma"
ABSTRACT OF TEACHING INNOVATION: Although telecourses have enjoyed wide use in colleges throughout our nation, little is yet known by many in the field of education about the reality of broadcast courses. This session examines the myths and realities presently surrounding the telecourse dilemma.
Bernie Luskin, Orange Coast College, CA

"Around the Clock Teaching"
ABSTRACT OF TEACHING INNOVATION: When General Tire and Rubber Company asked Rend Lake College to help improve company productivity, the results were a successful class covering the use of micrometers, dial indicators, and a procedure for aligning and pinning electric motors. The class was designed to be conducted on all three work shifts.
Donald Lynch, Rend Lake College, IL

"Three Inexpensive Sociology Mini-Strategies"
ABSTRACT OF TEACHING INNOVATION: Three mini-strategies can be used to help students focus attention, vary their classroom routine, and help them to conceptualize certain sociological concepts and realities. Software needed in these mini-strategies is very inexpensive.
Austin Maley, New Mexico Military Institute, NM

"Growing Toward a New Definition of Excellence in Cooperative Education"
ABSTRACT OF COLLABORATION: Improving off-campus relationships can foster faculty growth and development, assuring experiences that can lead to teaching excellence and higher productivity. This session examines the benefits of a well-devised off-campus process, designed to manage business and industrial resources for the development of their faculty in a more responsible and accountable institutional environment.
Dorothy McNutt, College of the Mainland, TX

"Creating and Maintaining a Political Science Interest"
ABSTRACT OF TEACHING INNOVATION: Techniques that have turned on students to government classes and maintained that interest are shared. Techniques include making the presentation understandable, humorous and dramatic; maintaining teacher enthusiasm; creating display exhibits.
Betty Mills, Paris Junior College, TX

"A Basic Skills Program"
ABSTRACT OF TEACHING INNOVATION: Learn how a remedial/developmental program was restructured to better serve students. Examination assessment, placement, course design, student progress, early warning system, a diagnostic testing center, and a special education lab is included.
William Muller, Moraine Valley Community College, IL

"Videotaped Instruction in Nursing Labs"
ABSTRACT OF TEACHING INNOVATION: The nursing program at Golden West College has developed an open lab to assist students in practicing skills before they move to the clinical area. Students work with models in a simulated nursing environment; much instruction is presented visually.
Trula Myers Gorrie, Golden West College, CA

"Learning Linked to Persistence: A Case for Outstanding Teaching"
ABSTRACT OF COLLABORATION: Data are clear: the more students learn, the more likely they are to persist. Documentation from an in-depth study of 44 institutions is provided identifying features/characteristics that are linked to student learning and persistence. These data provide valuable direction for improving the quality of "learning life" on the campus.
Lee Noel, American College Testing, IA

"Interview for Success"
ABSTRACT OF TEACHING INNOVATION: Filmed on location with personnel experts who "tell it like it is," this series of tapes was designed for use in a Professional Employment Preparation class to help prepare students for practice video-taped interviews and actual job interviews.
Louis Pecora, Golden West College, CA

"Theater Games and Improvisations for Teachers"
ABSTRACT OF TEACHING INNOVATION: Training in theater arts can give teachers new insights and perspectives on self and teaching as well as generate ideas for using improvisations in the classroom. By including improvisation and theater games in a learning environment, teachers can make the learning experience more motivating, holistic, and fun.
Scottie Putman, Lansing Community College, MI

"Fun Can be Educational or Education Can Be Fun"
ABSTRACT OF TEACHING INNOVATION: This presenter has found traditional teaching methods used in the Secretarial Careers Curriculum to be dull and humorless. To make course work more interesting and lively for her students and herself, she employs props, humor, proximity, magic, awards, peer encouragement and support, originality and creativity, parties, and imaging.
Roz Reich, Miami-Dade Community College-North Campus, FL

"Time Off for Good Behavior"
ABSTRACT OF TEACHING INNOVATION: Some students who acquire skills necessary to compete in the core curriculum never overcome their low self-esteem and poor classroom attitude. Learn how an instructor can help students to establish a good learning attitude that results in changed image and behavior.
Deborah Rosen, Broward Community College, FL

"Project HELP: A Cooperative Education Program for Prison Inmates"
ABSTRACT OF TEACHING INNOVATION: Designed to provide practical training to inmates of a correctional institution, project HELP prepares its students for jobs in the hospitality management field upon their re-entry into society. Students who successfully master the skills are awarded a certificate of completion and receive job placement assistance.
Harry Schmoll, Burlington County Community College, NJ

"Video Tapes as an Innovation"
ABSTRACT OF COLLABORATION: Learn procedures for working with faculty prior to videotape production in order to maximize use of production time and minimize friction between faculty and technical staff. Production costs and pay-offs in using this medium are presented.
Bill Shawl, Golden West College, CA

"Professional Development Networking with Neighboring Institutions"
ABSTRACT OF COLLABORATION: As shrinking budgets decrease the opportunity for expanding professional development programs, sharing programs between institutions is a logical and necessary outgrowth. This session shares a method for initiating and maintaining an information-sharing network.
Wayne Silverman, Mississippi Gulf Coast Junior College, MS

"The Writing Lab is Alive and Well"
ABSTRACT OF TEACHING INNOVATION: Writing labs are practical, effective, and economical when used as the core for all types of instructional support. This lab has become the "hub" of activity for developmental needs as well as for technical and business writing. Design and management contribute to its perpetual effectiveness.
Harriet Smith, Delaware Technical and Community College South Campus, DE

"Hurray for Diversity"
ABSTRACT OF TEACHING INNOVATION: Instruction in this college's child development program includes a variety of techniques to use differences in students' ages, ethnic backgrounds, life and work experiences, and academic skills. Participants in the session explore several teaching modalities, creative evaluation devices, and techniques to coordinate individual learning through group discussion.
Janice Smith, College of the Mainland, TX

"Motivation is Knowing Your Subject and Loving Your Students"
ABSTRACT OF TEACHING INNOVATION: Specific holistic strategies found to be successful with students in basic skills and ESL classes are presented. All strategies, designed to promote student success and growth in cognitive and affective domains, include well-prepared sessions, clear examples and explanations, and enhanced self-esteem.
Diane Starke, El Paso Community College, TX

"Living History in the Classroom"
ABSTRACT OF TEACHING INNOVATION: History can come alive in the classroom through the use of slides, movies and artifacts. The presenter demonstrates by conducting this session in Confederate Civil War attire with appropriate period battle equipment.
Charles Sullivan, Mississippi Gulf Coast Junior College, MS

"Ethical Considerations for Faculty Development for the 80's"
ABSTRACT OF COLLABORATION: This session is intended to raise issues of ethical concern to practitioners in the field of faculty development through the use of sample cases. A model for analyzing complex situations is presented, and the participants work together to apply the model to a variety of ethical dilemmas.
Marilla Svinicki, Center for Teaching Effectiveness/Karen Watkins, Director of NISOD, University of Texas

"Forward to the Basics: Learners for Quality Education"
ABSTRACT OF TEACHING INNOVATION: Explore the basics for quality education—those skills necessary to transform students and teachers into assertive, exploratory learner/educators. If realized, these skills allow learners/educators to completely participate in designing, testing, implementing, and maintaining quality educational systems.
Larry Victor, Pima Community College, AZ

"College Opportunity Attuned Learning"
ABSTRACT OF TEACHING INNOVATION: Placement in a foreign adult atmosphere, treatment as adults, and enrollment in vocational classes not offered in their home town high school have had a visibly positive effect on high school seniors with discipline, academic, and attendance problems. The vocational classes are part of the Mining Technology Program, and credits are held in escrow.
Gary Wade, Rend Lake College, IL

"Individualized Writing Instruction in the Classroom"
ABSTRACT OF TEACHING INNOVATION: In contrast with traditional methods for teaching writing to college students, there is a method that instead focuses on the process inherent in developing clear, concise prose. It utilizes oral work, brainstorming, individual exercises, peer feedback, and student/teacher conference.
JoAnne Wallis, Cuyahoga Community College, OH

"Developing a Sense of Continuity Through the Ages: An Approach to the Teaching of Literature"

ABSTRACT OF TEACHING INNOVATION: The teacher of liberal arts is one who presents the best that has been thought, said, and done in the past. This teacher must come to terms with the basic idea that fundamental thought and resulting action are the same for people whether they are from the past, students in today's classrooms, or prominent figures in contemporary world affairs.
Robert Walts, Southwest Texas State University, TX

"Sources and Resources for Promoting Teaching Excellence"
ABSTRACT OF COLLABORATION: There is a variety of means for promoting teaching excellence in community colleges. This presentation describes some of those strategies, sources, and resources and explains how they can be utilized effectively.
Gordon Watts, Westark Community College, AR

"Learning Strategies: the HOW of Learning"
ABSTRACT OF TEACHING INNOVATION: Students' strengths and weaknesses in the use of learning strategies, those competencies necessary for effective learning and retention of information, can be assessed through the use of a new diagnostic instrument. This session will also explore the kinds of instruction which foster an enhanced use of these basic learning skills.
Claire Weinstein, University of Texas, TX

"Writing Across the Curriculum: A Biographical Writing Process"
ABSTRTACT OF TEACHING INNOVATION: Use of a biographical writing process can serve to involve all students in writing practice, particularly those who have had difficulty producing adequate writing. The process provides an immediate means of getting hesitant writers to write and affords them the opportunity to write about a subject which they know the most about.
Kenneth Willis, New Mexico Military Institute, NM

"A Common Sense Approach to Personal Finance"
ABSTRACT OF TEACHING INNOVATION: By avoiding "dry garbage (financial) theory" and demonstrating practical approaches to sound personal money management, classes in personal finance can teach students how to greatly improve their financial positions. The approach is basically common sense.
Ira Wilsker, Lamar University, TX

"Seven Simple Strategies for the Classroom"
ABSTRACT OF TEACHING INNOVATION: Learn techniques that enhance classroom instruction. An instructor-created videotape will illustrates effective brainstorming, buzz groups, case studies, and demonstrations. Session participants will use these techniques in a structured simulation based on their experiences as teachers.
Madeleine Wright, Houston Community College, TX

"Golden Keys Typing: An Innovative Video Program"

ABSTRACT OF TEACHING INNOVATION: Golden Keys Typing is a unique self-paced, open-entry/open-exit, competency-based typing system which uses videotapes for curriculum presentation. Using this innovative approach, both beginning and experienced typists build skills and develop speed at their own paces.

Alma Wyant/Carol Yamashita, Golden West College, CA

ADDITIONAL ABSTRACTS

"The Development of Teaching and Clinical Skills for Undergraduate Programs"
ABSTRACT OF TEACHING INNOVATION: Controlled observation, feedback, and conferencing are essential in the development of teaching, tutoring, and therapeutic strategies. Techniques for developing necessary teaching skills in students are discussed. Selected use of video, role play, and examinations can be effective in skill development. Examples from introductory through graduate level courses are presented.
Barbaranne J. Benjamin, Southwest Texas State University, TX

"Meeting the Training Needs of Diverse Populations."
ABSTRACT OF TEACHING INNOVATION: The need for personnel preparation to assure competence in skills required to meet one's full potential is recognized as a national need. To reach diverse ethnic populations, age groups, as well as the working and non-working student departments need to look at innovative approaches. The use of flexible scheduling, curriculum planning, academic/work processes, and grant proposals will give insight and assistance into meeting the training needs of diverse populations.
Betty Culbertson, San Antonio College, TX

"A Program for Renewing Veteran Teachers' Sensitivity to the Needs of Students"
ABSTRACT OF TEACHING INNOVATION: The program requires teachers to audit classes (within their college or institution) which are totally foreign to their own areas of expertise in order to heighten their identification with students. The veteran teacher has the opportunity to request the assistance of another faculty member as observer in his/her own classroom in order to give feed-back on specific techniques, projects or methods being up-dated, or re-evaluated.
Marion Di Falco, Lansing Community College, MI

"Orientation to Coal Mine Operation"
ABSTRACT OF TEACHING INNOVATION: Rend Lake College in its efforts to serve the surrounding communities, has developed and conducted a unique seminar for persons interested in learning terminology, working conditions, and developing an understanding of underground coal mining. The college staff recognized the lack of knowledge most non-mining persons have about coal mining and mining terms; and after discussing the problem with local coal company officials, coal miners, and spouses of miners, the staff developed a seminar directed to the non-mining sector.
William Dill, Rend Lake College, IL

"Toward a Model of Competency-Based Instruction/Self-Directed Learning"
ABSTRACT OF TEACHING INNOVATION: Use of the Self-Directed/Competency-Based Curriculum allows for better assessment of learners basic learning skills by the instructor through the continual feedback methods which measure reading, writing, thinking, time management, study skills and the development of learning concepts that help enhance inter-intra-personal communications. The learner becomes aware of her/his individual learning

styles. Contracting for grades, learning styles and time reinforces the development of self-direction, self-motivation and self-awareness. Included is documentation that students show an increase in retention and academic achievement in their other courses after being involved in our learning program.
David Greenwell, Mississippi Gulf Coast Junior College, MS

"Professional Redevelopment through Field Re-entry"
ABSTRACT OF TEACHING INNOVATION: Professional redevelopment and growth can occur by spending a portion of the summer, all of the summer, one semester, or a complete academic year practicing your profession in the field (through a leave of absence, on an instructor's own time, or through exchange programs with the private or public sector). Specific examples are presented of redevelopment projects in Criminal Justice with the Houston Police Narcotics Division, the Riverside (California) Police Department, and the Riverside County Sheriff's Department.
Howard A. Katz, College of the Mainland, TX

"The Role of Videocassettes in the Teaching of Technical Skills"
ABSTRACT OF TEACHING INNOVATION: Student exposure to appropriate audio-visual material can enhance their learning experiences. In particular, videocassettes provide a number of pedagogical and practical advantages: (1) is useful in a classroom setting or consultation setting; (2) provides for opportunity of self-observation, criticism, and evaluation for both students and instructors; (3) is useful with or without instructor input; (4) is economical for technical production, knowledge and financial outlay; (5) is portable for production and playback, (6) provides maximum flexibility in the presentation of materials.
Alice Myers, McLennan Community College, TX

"The Challenge of Teaching Reading Skills from Technical Content"
ABSTRACT OF COLLABORATION: A study conducted at DT & CC - Stanton Campus - found that reading skills developed with programmed, general reading materials did not transfer or were too marginal for the types of reading required of technical textbook materials. Since technical textbook materials are the chief means through which students master the essentials of their technologies, it seemed a reasonable proposition to use, for reading instruction, the materials with which the students were having the difficulty. The study conducted at DT & CC indicated that when possible materials used for reading instruction should be those used in the technical content areas.
Alma P. Powell, Delaware Technical and Community College, DE

"Developmental Mathematics (Intermediate Algebra) and College Algebra Achievement and Retention Successes in a Community College"
ABSTRACT OF TEACHING INNOVATION: Increasing retention while also increasing achievement in developmental mathematics and college algebra may be a factor of several variables. These variables, including placement and assessment, are examined.
Tommy Thompson, Brookhaven College, TX

"Learning Psychology by Changing the Self-Fulfilling Prophecy: The Pygmalion Effect"
ABSTRACT OF TEACHING INNOVATION: Due to the diversity in age, background, and past experiences within the educational system of the students at San Antonio Community College, techniques have been developed which alter the Cognitive Thinking or the "Mind-Set" of the student. The Instructor's behavior and attitude is the principal instrument of involvement. A new motivation is displayed in the classroom which positively affects teacher and student alike.
Everette Wagner, San Antonio Community College, TX

"Movable Models for Functional Anatomy Classes"
ABSTRACT OF TEACHING INNOVATION: Students frequently have difficulty visualizing the action of muscles on bones and joints. "Movable models" are constructed to show the specific movement. The models are large and marked clearly to allow for clear classroom presentation and are sturdy enough for repeated use in individualized study. Models being presented are of the fingers, wrist, scapula, hip, and knee.
Georgianna Wilson, Houston Community College, TX

"Strategies for Motivating Students to Learn"
ABSTRACT OF TEACHING INNOVATION: Provision of an environment where nursing students are able to learn and perform the nursing functions is important. Students are placed in areas of their choice within an acute care setting on an evening shift. Topics for class discussion are selected by the students based on their perceived learning needs and are presented by the individual students in seminar format. The teacher works as a facilitator and consultant. By providing a real clinical setting (not simulated) where the students are accountable for their actions, they seem to be highly motivated to learn what they wish and, not surprisingly, their wishes typically reflect the objectives of the course.
Jeanette Wolf, University of Texas, TX

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